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Our Schools—Centers of
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October, 1942
Volume XXVIII Number 7

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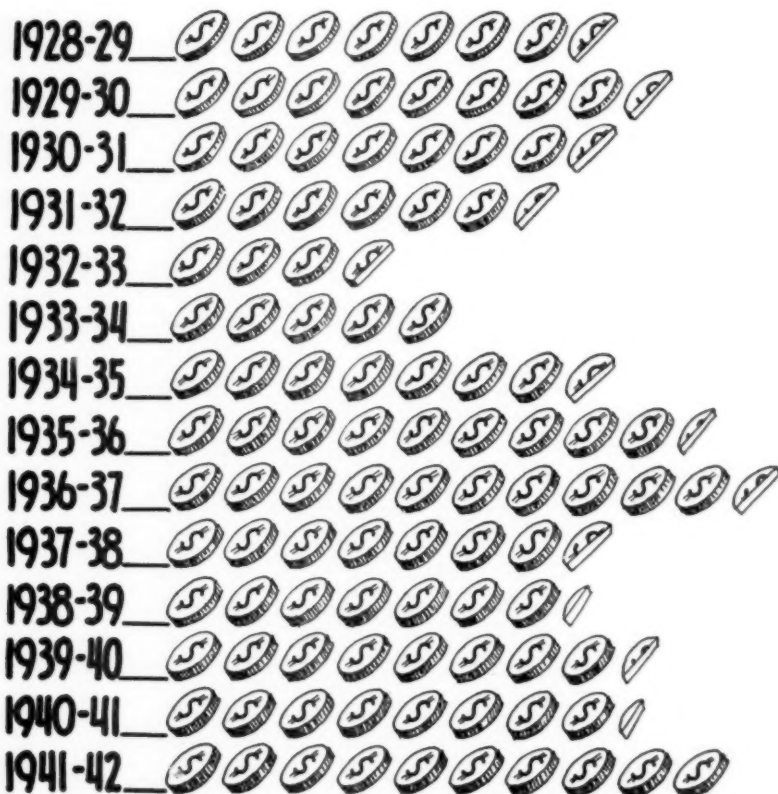
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SCHOOL and COMMUNITY

Official Organ of the Missouri State Teachers Association

INKS FRANKLIN

Editor

EVERETT KEITH

Executive Secretary

Vol. XXVIII

No. 7

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SCHOOL AND COMMUNITY



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150	52.52	27.23	20.92	17.14	14.62
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Work of Schools in Relation to the War

AT A JOINT MEETING of the Chief State School Officers and the Executive Secretaries of state teachers' associations the President of the Chief State School Officers was requested to name a committee to draft a statement designed to give understanding, impetus, and direction to the great need expressed by individuals in attendance at the National Institute on Education and the War* for a summary setting forth the urgency of more closely correlating the work of the schools to the war effort. Following is the committee's statement:

It has become increasingly evident that the present world conflict has reached such proportions and such a stage that every force at the command of the people of the United States must be thrown into the war, at the earliest possible moment. The time of victory will be reduced in proportion to the extent to which we fully utilize these forces.

Education must make its special and particular contribution to the struggle. Fighting with learning is the slogan of victory. To this end certain of the educational leadership of the United States has been assembled in Washington by the United States Office of Education to consider the contribution of the schools to the war effort.

Because of the close relationship existing between the schools and the home, special consideration has been given to the place of elementary and secondary education as it serves in both the rural and urban areas of the nation.

During the four days, conclusive evidence has been submitted by the armed forces of the United States and those associated with them that not a moment should be lost in the full use of the power of the nation to the war effort. Never was there a time when educational workers faced heavier responsibilities for adjusting the school program to a great national need. Never was

there a time when these workers might take greater pride in the significance of their work, never a better opportunity to serve children, young people, and the nation.

The urgency of the situation requires that important adjustments be made in the programs of the elementary and high schools *immediately*. There is not time to be overly strict in definitions regarding the functions of education. Materials are already available showing how modifications may be made. For the high schools there is strong evidence that college admission authorities will be eager to modify college entrance requirements to meet the new need as brought to their attention by the leaders of the secondary schools.

It is the belief of this committee that modification of school programs should provide opportunity for curricular, extra-curricular, health service and community service programs in order that the student body may prepare itself to meet the demands of the armed forces, industry, and community service.

Curricular programs to provide for:

- a. Courses in arithmetic, algebra, geometry, general mathematics, and in some cases trigonometry where many of the problems will be drawn from the field of aviation, navigation, mechanized warfare, and industry.
- b. Courses in industrial arts related to war needs and with special application to the operation of tools.
- c. Courses in auto-mechanics often in co-operation with local garages and farmers with particular emphasis on the repair and operation of trucks, tractors, and automobiles.
- d. More practical courses in cooking and sewing designed to assist home living.
- e. Courses in physics particularly stressing the characteristics of mechanics, heat, radio, photography, and electricity.
- f. Teaching units giving increased emphasis on health in both the elementary and high schools.
- g. Revised social study courses to give a knowledge of war aims and issues as well

*Sponsored by the U. S. Office of Education War-time Commission in Washington, D. C., August 28-31, 1942.

as actual experience in community undertakings.

h. One or more units of study dealing with an understanding of the armed forces to provide general understanding and lessen the time required for induction.

i. Unit pre-flight courses as outlined by the armed forces in the larger schools.

j. Instruction that will give an appreciation of the implications of the global concept of the present war and post-war living.

Extra-curricular programs to provide for:

a. School lunches giving special attention to providing proper nutrition for the child.

b. Student assembly programs designed to give children an appreciation of the fact that they have a definite part in the defense of the United States.

c. The contributions of such organizations as Girl Scouts, Boy Scouts, Camp-fire Girls, 4-H Clubs, Junior Red Cross, and Future Farmers of America.

d. Student councils and similar organizations to give training to students in the American way of life through active participation.

Health services to provide for:

a. The correction of physical deficiencies as early and as often as is necessary.

b. Physical fitness programs designed to increase the bodily vigor of youth.

Community service programs to provide for:

a. Promoting salvage drives, home assistance, farm labor, home gardens, and other community undertakings.

b. Cooperating with other community agencies in lessening juvenile delinquency, which increases as homes become broken or disrupted through army service, employment changes, or other causes.

c. Utilizing every occasion to give to parents an appreciation of how the schools serve youth.

d. Developing a feeling of security by teachers and others in our ideals.

e. Cooperating with existing agencies of defense.

f. Assistance and understanding in consumer buying.

g. Library facilities to make available materials and services that will enable the people to make intelligent decisions on war and post-war issues.

Guidance services to provide for:

a. Information as to all opportunities and demands for the services of youth in the war effort.

b. An inventory of the abilities, aptitudes, and present training of youth to enable them to gauge their best field of service.

c. Counseling to aid youth in deciding upon their most useful participation in the war effort, and consequent choice of training.

The teachers of the United States are faced with heavy responsibilities in directing the school's part in the promotion of the war as brought out in a statement by President Roosevelt to the Conference when he said that:

"Our schools, public and private, have always been molds in which we cast the kind of life we wanted. Today, what we all want is victory, and beyond victory a world in which free men may fulfill their aspirations. So we turn again to our educators and ask them to help us mold men and women who can fight through to victory. We ask that every school house become a service center for the home front. And we pray that our young people will learn in the schools and in the colleges the wisdom and forbearance and patience needed by men and women of goodwill who seek to bring to this earth a lasting peace."



State Aid to schools will be reduced by 56 per cent provided Amendment No. 5 receives a favorable vote on November 3. Scratch yes vote NO on Amendment No. 5.

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Conservation Teaching in War Time

CONSERVATION MEANS getting the maximum use of the greatest number of available resources that are valuable to the greatest possible number of people for the longest period of time. It does not mean that we are not to use these resources but rather that we use them wisely and yet leave a sufficient abundance of these natural gifts that those that are to follow us may too expect to have security and a reasonably happy life.

The resources that need conserving are soil, minerals, water, forests, wildlife, scenic recreational facilities and our people.

In time of peace we utilize and build up our resource strength so that we may live a happy and useful life and yet leave a heritage for future generations or for National emergencies.

In time of war when the existence and preservation of our country is endangered we must draw upon our supply of resources for our own living and the protection of our country. It has often been said that the nation with the greatest supply of usable natural resources stands the best chance of winning any war. The United States has been called "The Arsenal and Foodbasket of Democracy." These statements will be true only if we make wise use of our resources. No wise nation will use up all of its resources and not save some to build up its country after the war is over. National need and chances of immediate profit in wartime many times cause our people to waste our resources or use them up in a short time. This was true in World War I, when we not only impoverished our soil, destroyed our forests, and plowed up our grasslands with disastrous results such as abandoned farms, dust storms, floods, lowering of the water table, shortage of lumber and wood, and poverty for many people afterwards. We can not blame all of our reckless waste of resources upon war for much had been wasted before that time, yet while the need is greater, we need to teach conservation to all people.

No one knows how long the present war will last or how much of our resource supply will be necessary. If our nation is to be

By DR. EDWARD E. KESO
State Teachers College
Kirksville

the "Arsenal and Foodbasket for Democracy" we must plan to keep the arsenal and foodbasket filled, not only now but for years in the future. No wise general would order or allow his soldiers to use all of their ammunition in the first skirmish. To do so would court disaster. The same thing is also true of our resource supply.

We should not wait for government regulation to force us to do what we should have been doing all along. True conservation must come from the desires of the people of a nation who want to be self-supporting; who want to do their part in war and build up their country in peacetime. The teaching of thrift has always been a neglected subject in our schools.

Many people would help conserve our resources and practice thrift if they only knew how or what to do. Many have had little chance to learn for our schools have been woefully neglectful in teaching these subjects in our past. The best and most lasting way of teaching conservation is through our schools. This is not propaganda, for the need for conservation practices perhaps will even be greater after the war is over. The teachers then must be the great coordinators who will bring the spirit, the facts, the needs and practices of wise conservation into the daily lives of our children and assist their community in doing its part not only in the furtherance of war effort but the upbuilding of the country afterward. Conservation teaching then should begin in the kindergarten and extend through college into the lives of our people.

This can easily be done in many ways: cutover timberland, abandoned farms, eroded hillsides, lower water-table, shortage of wild game and fishes, inadequate recreational facilities, streams filled with sediment, shortage of water, unhealthy children and poverty certainly provide plenty

of natural objects for the teaching of conservation in any community.

The buying of war saving stamps by our children not only serves a worthy cause but also provides an excellent lesson in thrift that could be carried to other lines of endeavor.

Saving newspapers and paper sacks provides an excellent lesson in the teaching of forest conservation, while nationwide drives for the collection of scrap iron, copper, and tin provide plenty of lessons in conservation of our minerals.

The teaching of soil conservation is more difficult but is certainly important not only in wartime but for all time. Plenty of evidence of bad practice can be found in any community. Wise use of soil in wartime will be one of our major problems, and deserves our immediate attention. In areas where shortage of water has already occurred, teaching conservation of our water supply should be an easy matter while in cities more water is necessary in wartime for industry and as a precaution in case of fires.

Wildlife and fishes of all kinds not only add to our food supply but also provide recreation for millions of our people. Lessons on wildlife hold a special appeal to all children of school age.

With less time and poorer facilities for travel available in wartime, recreational facilities such as swimming pools, parks, and playgrounds should be encouraged by all. These not only are valuable for recreation but also serve in the upbuilding of health for the old and young alike. We

may need to extend our recreational program for most towns have inadequate facilities to provide wholesome recreation for their people.

In time of war, fewer doctors, dentists, and nurses are available for civilian care. The danger of epidemics is also greater as our soldiers returning from various parts of the earth may contact various diseases not now known or familiar to us, with disastrous results to our civilian population. Epidemics can quickly kill or weaken more of our people than the bullets or bombs of the enemy. Certainly we should try to conserve the greatest of our resources—our people. Co-operation of our parents and children with all State and National health agencies and programs should be taught immediately to all.

Various departments and bureaus of our Federal Government such as the Soil Conservation Service, Forest Service, and Bureau of Biological Survey of the Department of Agriculture; Bureau of Mines, and the National Park Service of the Department of the Interior; and the Public Health Service of the Treasury Department issue bulletins and circulars regarding the various phases of conservation. The State Conservation Commission issues valuable outlines and plans for the teaching of conservation in our public schools.

Thus by the cooperation and education of all of our people in the wise use of our resource supply we can keep the "Arsenal and Foodbasket of Democracy" filled and yet leave a bountiful supply for future generations to use and enjoy.

Action is Needed NOW to Defeat Amendment No. 5

HAVE YOU ELECTED DELEGATES TO REPRESENT YOU IN THE KANSAS CITY CONVENTION, DECEMBER 2-5, 1942?

The business of Your Association is transacted by the Assembly of Delegates elected by the various community associations.

Be sure that your delegates have been properly elected and certified to Missouri State Teachers Association, Columbia, Missouri, by November 1.

Are You Observing Education Week?

NOVEMBER EIGHTH TO FOURTEENTH has been designated as Education Week. Although American Education Week grew out of the first World War, this year will mark the first observance in wartime.

In planning for Education Week in 1942, teachers and administrators would do well to recall the conditions that prompted the birth of the idea to focus the attention of the nation upon the needs, aims and achievements of the schools. In the first World War, twenty per cent of the men examined by the selective draft boards were physically unfit. More than twenty-five per cent were illiterate and yet, despite the unchallenged belief that the ability of a nation to defend itself by force of arms depends upon the character of its manpower, thousands of schools were closed because of a lack of teachers. It was to bring to the attention of the public the importance of the school in the preservation of our national existence that the first American Education Week was instituted.

By H. W. SCHOOLING
Superintendent of Schools
Hayti

In 1942 when free men are again fighting that they may remain free, thousands of men are being rejected for service in the armed forces of our country because of physical disabilities. Fifteen divisions have already been rejected because of illiteracy and yet, again hundreds of schools are being forced to close because of a shortage of teachers and others are drastically curtailing their educational program.¹

Our desire to convince the public that the school is America's first line of defense set up long before the trenches of war are dug should give purpose to our observance of Education Week in 1942. Our belief that a lasting peace must be based upon knowledge and understanding should inspire us as we seek to interpret the school and its program in time of war.

When attention is focused upon the fighting fronts in the Solomon Islands and in the Egyptian Desert the public is likely to forget that it is the home front which makes the fighting front possible and that the school is an important sector in the home front. Higher federal taxes to pay the tremendous costs of the war inevitably lead to demands for lower local tax rates. Even now certain pressure groups are demanding a larger share of the tax dollar at the expense of the schools. Thus the need for interpreting the schools as they seek to educate free men has never been greater.

The observance of Education Week in 1942 as an important phase of the school's public relations program will mean the marshalling of every agency that can be effectively used to inform the public about the needs and pur-

¹ Farley, Belmont, "Our Lost Legions," The Journal of N.E.A., Vol. 31, Sept. 1942, p. 178.

AMERICAN EDUCATION WEEK 1942



poses of the school. The pupil, the faculty and the board of education will all have a part.

An account of the Hayti School's observance of Education Week in 1941 in which an attempt was made to effectively use every agency for providing information about the school and its program, might be of interest as plans are being made for the observance of Education Week in 1942.

At the first faculty meeting of the year held before the opening of school, plans for the observance of Education Week were discussed and committees appointed. It was decided that one important feature of the observance would be the holding of "open house, in each school on one evening during the week. This would make it possible for fathers to visit the school after work hours.

On the two evenings "open house" was held, some four hundred fifty parents visited the school, many of them for the first time. On the first evening after observing the work of the elementary school, the parents were entertained with a musical program in the auditorium presented by students from the music department. On the second evening of "open house" the high school schedule of classes was followed with a program presented by the high school dramatic department. The dramatic production used was one obtained from the National Education Association and written especially for Education Week. It had been used the previous week in a radio program which the school presented bi-monthly over a nearby radio station. This program was followed by the monthly meeting of the board of education, meeting in regular session. The meeting was held on the stage and the public invited to ask questions concerning the policies of their board of education, whom most were seeing in action for the first time.

Display windows in business establishments were used for school exhibits. Each room in the elementary school and each department in the high school provided a one day exhibit. Faculty members spoke at the churches and students from the speech department appeared before civic organizations. A friendly press gave ample

space for articles and cuts dealing with the school's activities for the week.

Materials to help you plan for Education week have been prepared and are available from the National Education Association, 1201 Sixteenth St., Washington, D. C.

Education Week, November eighth to fourteenth, presents a real opportunity for the twenty-five thousand teachers in Missouri to unite their efforts with all other teachers in our nation in interpreting the kind of education American youth are dying to defend—the education of free men.

IMPORTANT EVENTS

OCTOBER

- 15 **Northeast Missouri District Teachers Association Meeting**, Kirksville, October 15-16.
- 15 **Central Missouri District Teachers Association Meeting**, Warrensburg, October 15-16.
- 15 **Northwest Missouri District Teachers Meeting**, Maryville, October 15-16.
- 22 **South Central Missouri District Teachers Association Meeting**, Rolla, October 22-23, 1942.
- 22 **Southeast Missouri District Teachers Association Meeting**, Cape Girardeau, October 22-23.
- 23 **Federation of Student Councils of Central States, Annual Meeting**, Hickman High School, Columbia, October 23-24, 1942.
- 28 **Southwest Missouri District Teachers Association Meeting**, Springfield, October 28, 29, 30.

NOVEMBER

- 15 **Children's Book Week**, November 15-21, 1942.
- 26 **National Council for the Social Studies**, New York City, Hotel Pennsylvania, November 26-28, 1942.

DECEMBER

- 2 **Missouri State Teachers Association** annual convention, Kansas City, December 2-5, 1942.
- 28 **National Business Teachers Association 45th Annual Convention**, Statler Hotel, Detroit, Michigan, December 28-30, 1942.

FEBRUARY

- 26 **American Association of School Administrators**, St. Louis, February 26 to March 2, 1943.

SCHOOL AND COMMUNITY

Headquarters on the Home Front

IT IS THE JOB of the schools and colleges of America to provide the opportunity for every youth to equip himself for a place in winning the war. You must do this, regardless of the cost, time, inconvenience, the temporary sidetracking of non-war objectives, or even the temporary scrapping of peace-time courses."

This charge to the schools comes from the high command. It was voiced by Lieut.-Gen. Brehon B. Somervell, who heads the Services of Supply in the War Department, to 700 educators assembled in a four-day *Institute on Education and the War*, August 28-31, called in Washington by the Wartime Commission of the U. S. Office of Education.

"Our Army is an army of specialists. Here are some figures. Listen to these, ladies and gentlemen," pleaded General Somervell in his keynote address, "for herein is the crux of your Army's need for trained manpower.

"On January 1, 1942, out of every 1,000 men inducted, your Army needed fifteen who had some kind of training as radio operators. From February 1, 1942, through March 31, 1942, we were getting less than one man per 1,000. We were short then almost fifteen men per 1,000 inducted. Think of that! Actually out of every 300,000 men inducted, we needed 4,689 with training as radio operators. We were getting 135. We were short 4,554.

"Out of every 300,000 men inducted, your Army needed 4,501 with training as medical technicians. We were getting 166, a shortage of 4,335. We needed 4,372 telephone and telegraph linemen. We were getting 343, a shortage of 4,029. We needed 1,562 master mechanics. We were getting fourteen, a shortage of 1,548.

"In the entire field of automotive mechanics, which includes many allied subjects, out of every 300,000 men inducted, we were short 10,437. That means a shortage of 34,790 out of every 1,000,000 men. In an Army of 4,000,000 men, that's a shortage of 139,160 automotive mechanics.

"Taking only those specialties in which

By BELMONT FARLEY

National Education Association

the Army has found major shortages, we find a total of 62,853 lacking in every 300,000 men inducted. That adds up to 838,040 in an Army of 4,000,000 men.

"Yes, these shortages of trained manpower—of men trained in the fundamentals of jobs that must be done in a modern Army—are serious, much too serious. The situation is not getting better. It is fast getting worse. The specialist field is being combed and recombined. The supply of trained men is dwindling by the day.

"Add to this the shocking fact that more than 200,000 men in this nation already have been deferred from induction into the armed forces because of educational deficiencies—because of illiteracy. These 200,000 men might constitute fifteen combat divisions, yet they must be taught to read and write before they can be utilized by your Army."

These figures, at first declared "off the record" by the War Department because of their revealing character, were finally released to press and radio because of the desperate need for immediate and all-out action.

If there was a member of the Institute who came with the idea that education is an academic side-show in this crisis, or that schools and colleges can bide their time in making a contribution to victory, the idea was surely dispelled by the oft recurring statement of national leaders that education, from primary to post-graduate level, is cast in a vital role.

"We turn again to our educators and ask them to help us mold men and women who can fight through to victory. We ask that every schoolhouse become a service center for the home front," said President Roosevelt in a message to the Institute. "The United States government needs education today as it never did in the history of your nation," said Paul V. McNutt, administrator of the Federal Security Agency,

"I now call upon the schools, colleges, and libraries to shoulder new and heavier war duties. . . .

"Some teachers have this mistaken idea that teaching is not war work. . . . The nation's demands on the army of education should correct that misconception. *Unless the Army or Navy or war industries draft a teacher for work of higher priority rating, he should stay at his post.* . . .

"It is not only a teacher's duty to stay at his post, but he must expect to carry heavier work loads than in peace time . . . Schools must be company *headquarters of the home front.*"

"Civilian defense needs the aid of every school and college president, administrator and teacher," said James M. Landis, director of the Office of Civilian Defense. From Capt. A. W. Radford of the Navy Department came the tribute that "Naval aviation has a debt to acknowledge to the schools and the educators of America." Such statements could be multiplied many times from the remarks of those who appraised or appealed to educational institutions.

No educator who heard could help exulting a little at the recognition—nor fail to realize that the demand was still higher than the praise. School and college were asked to do "the impossible," just as industry has been called upon to do "the impossible," and one spokesman reminded his audience that wars were won by doing well what could not be done. W. G. Turquand came from the WPB, to ask for 460,000 used typewriters. His request parallels that of every government office for more and better skilled typists and stenographers. The military forces appealed for more personnel better trained in mathematics, chemistry, physics, and the other sciences. Maj. General Lewis B. Hershey, head of the Selective Service System, stated that teachers of these courses were subject to general regulations of the Selective Service and that "every community must solve its own problems so far as obtaining teachers." There was stern insistence upon more thorough-training of students in the various specialist services of the military forces, yet students were warned that enrollment in the study of such services is no guarantee of deferment from induction until the courses are completed.

If the educators were confronted with paradoxes, they were also given the reason for them. "This is no ordinary war, and no ordinary crisis," said Elmer Davis, director of the Office of War Information, "but probably the greatest turning point of human destiny to date." Though deprived of many of the tools of teaching and much of the personnel required, the schools were urged to do a more effective and a more extensive job than they have ever done before. The educators listened and expressed the view that if industry could astound the world as it has by its production achievements, that if the inadequately supplied marines on Midway and the too few ships in the Coral Sea could bring us victories, the schools will not respond to the demands made upon them with "too little and too late."

The address of Elmer Davis, recently appointed head of the Office of War Information, in a masterpiece of rhetoric, addressed himself to the classroom teacher as follows:

"Teach your students, then, that our future will be what we are strong enough, and resolute enough, and intelligent enough to make it, against the opposition of able and ruthless men who are determined to make it something else. Teach them that there is no Santa Claus; that we will get no more than we work for, and that unless we work hard enough and intelligently enough we shall be worse off than we could ever have imagined. Above all, teach them that when we have won the war the crisis will not be over—will indeed have come to its most critical stage; that we can't afford to stop working and stop thinking when the shooting stops. Teach them that when they wake up tomorrow morning it won't be yesterday; that there is no going back—to normalcy, to a golden age real or imagined, or to an age which if not golden was at any rate familiar and comprehensible. Whether we like it or not, we have got to go ahead, in one direction or the other—up, or down."

The purpose of the conference was to permit the high executives of the war agencies in Washington to explain to educators what the schools can do to promote the war effort. A score or more of symposiums were held in which the educators and representatives of government discussed together practical means of carrying out the

duties with which the schools were charged. A committee of educators headed by Eugene B. Elliott, superintendent of public instruction, Michigan, drew up a formal statement* of what might be considered an acceptance by the educators of the responsibilities delegated to them.

*See page 279 of this issue for the full text of this statement.

Poetry Festivals Promote Pupil Growth

IN THE MIDST of a hurrying school year, filled with many new adjustments and the increased tempo of war time, the elementary schools of Webster Groves last year included a new and valuable experience. As an outgrowth of a speech improvement and language arts program, poetry festivals were planned in each of the five grade schools. They purposed simply to help children enjoy and share the poetry they had been learning, saying, and composing during regular classroom activities.

Someone once said that a poem is a "moment of sudden understanding, a cobweb which falls apart at a clumsy touch." Because both pupils and teachers believed that the "clumsy touch" should be avoided, an effort was made to have the selections chosen and interpreted carefully. They were, however, the result of class work in speech and reading and did not represent sudden spurts of activity put on for exhibition purposes.

A central committee in each school handled the details of the festivals. As many rooms as wished to, entered numbers which ranged in variety from solo poems, through dramatization or pantomiming of familiar poems, to choral verse. Even the kindergarten children made contributions and were among the ablest interpreters of their favorite poems.

Some examples of the range of selections may be indicated briefly. One fourth grade group had been studying a pioneer unit so they chose to do some of their poems about the early settlers' lives, interrupting their continuity at intervals to show a dance of the period. A third grade group, climaxing a study of Indian life, presented a dramatization of "Hiawatha," with the story told by a verse choir.

At a joint meeting of state school officers and secretaries of state education associations, a petition to the President of the United States and Congress for federal aid which would help finance the extra war responsibilities and equalize educational opportunities in the United States was endorsed.

By MARJORIE STANTON
Speech Supervisor
Webster Groves

Along the line of their study of Central and South America, several groups presented poetry from or about those countries. Music was effectively combined with poetry in some selections. A sixth grade class said a stirring "Creed for Young Americans" while some of their members hummed a background of patriotic airs. The colored school made a definite contribution, among their numbers being several by colored poets. Langston Hughes' "Negro Dancers" was presented by a sixth grade verse choir who gave it the swing of dance rhythms and used snatches of well known spirituals.

Although the festivals were planned primarily for the children, in some schools all or a part of the numbers were repeated for parents. There were several definite outcomes of the programs; children greatly enjoyed the poetry and were excellent listeners as well as performers. They showed enthusiasm for selections said by older and younger children as well as for their own. The festivals stimulated the independent reading and learning of poems and the sharing of them within the classroom and at home.

Following the grade festivals, some of the outstanding numbers from each school were presented at the junior high school at an assembly sponsored by seventh graders in which they also participated. Again the audience attitude was ideal, registering the appreciation of the children listening and participating. Perhaps in time a city wide festival may grow out of this beginning.

First State Apportionment Made One Hundred Years Ago

ON OCTOBER 1, 1842, James L. Minor, Secretary of State, and *ex-officio* Superintendent of Common Schools, made the first apportionment of money from state sources for the support of public schools in Missouri. Minor had \$19,531.15 at his disposal, but was able to apportion only \$1,999.60 for 3,333 children in sixty-eight schools in thirteen counties. Since that small beginning one hundred years ago, except for four years during the Civil War, the state has apportioned steadily increasing sums to the support of schools.

The money for this first apportionment came from dividends upon \$558,032.81 in school funds invested in the stock of the Bank of the State of Missouri. The funds for investment came from the sale of seventy-two sections of saline lands and from the surplus federal revenue deposited with the state of Missouri.

When Missouri was admitted to the Union, in 1821, the United States gave to the new state, for an undesignated purpose, twelve salt springs with six sections of land adjacent to each. Leasing these salt spring lands proved so unproductive that the Sixth General Assembly, in 1831, ordered the saline lands sold. In 1837, the Ninth General Assembly created "The Common School Fund" from the proceeds of the saline lands, and directed the Governor to invest this fund in some safe and productive stock. In 1836, Congress distributed the surplus federal revenue to the several states. Missouri's portion of this surplus, which ultimately amounted to \$382,335.20, was added to the school fund. Late in the session, the Ninth General Assembly also chartered the Bank of the State of Missouri, and directed the Governor to invest the Common School Fund, consisting of \$30,935.04 from the saline lands and \$382,335.20 from the federal surplus in the stock of the bank for the use of the common schools of the state. The act required the earnings upon the stock to be added to the initial investment, until the principal had increased to at least \$500,000. When this

By DR. WM. F. KNOX
State Teachers College
Warrensburg

sum was attained, the income thereafter was to be apportioned annually for the payment of the wages of teachers in common schools, under such plans as the General Assembly might later formulate.

The Geyer Act, of 1839, made the Governor, Attorney-general, and Superintendent of Common Schools, by virtue of their respective offices, "the Commissioners of the School Fund," and charged them with the investment of the common school fund in "the public stocks of this State, or of the United States, or of the Bank of the State of Missouri." The Geyer Act also provided that, whenever the principal of the school fund should reach the half-million mark, subsequent dividends should be apportioned to the schools of the state. Not more than sixty cents was to be apportioned for each white child between the ages of six and eighteen years enumerated in school districts which had, in the preceding year, operated a school for at least three months under the direction of a qualified teacher. All unapportioned dividends were to be added to the principal fund, and invested in additional bank stock.

In conformity with the Geyer Act, the first apportionment was made October 1, 1842. The bank dividends available for distribution that year totaled \$19,531.15, but Superintendent Minor could lawfully apportion only \$1,999.60, upon the basis of sixty cents for each enumerated child. The balance of \$17,531.55 was invested in additional bank stock.

Superintendent Minor was able to apportion money for only 3,333 children, although he reported 4,045 were enumerated. Evidently the other 712 children resided in districts which failed to operate a school for three months, or else employed an unapproved teacher. Only thirteen counties

shared in the distribution of school money. Boone county received the largest share, \$534.60; Livingston county the lowest, \$37.80. Other counties which received aid were: Benton, Clark, Cole, Cooper, Greene, Lafayette, Marion, Monroe, Ralls, Saline, and Shelby.

A hundred years later, it is difficult to understand why the remaining counties in Missouri did not share in this first apportionment. It is scarcely conceivable that no schools existed in those counties. The presumption is that local district officers failed to report their statistics to the county clerks, or the clerks neglected to transmit county reports to the state superintendent.

In 1843, the second apportionment of \$6,043.80 was made for 10,073 children in 183 school districts in 28 counties. The unapportioned balance was \$11,892.40.

The Twelfth General Assembly, in 1843, provided that all unapportioned dividends should be retained for future distribution rather than added to the principal fund, and also increased the maximum amount to two dollars per child enumerated. This latter provision was of little benefit to the schools, however, because of diminished earnings on the bank stock and rapid increase in school enumeration.

Annual reports of the Superintendent of Common Schools and the Messages of the Governor indicate genuine dissatisfaction with the bank investment. Throughout

two decades, futile efforts were made repeatedly to sell the bank stock and make some other investment. In accordance with the mandate of the Constitution of 1865, the Twenty-third General Assembly, on March 5, 1866, ordered the Governor to sell the stock.

Some unconventional transactions ultimately resulted in the sale of the bank stock to James B. Eads at \$108.50 per share, to be paid in bonds and coupons of the State. The transition from bonds and coupons of the State to permanent certificates of indebtedness was painlessly effected by the Twenty-sixth General Assembly, upon which the state has faithfully paid interest for the use of the schools.

From 1839 to 1853 there was a growing demand for more money from state sources. The General Assembly, in 1853, set aside one-fourth of the revenue of the state in addition to the bank dividends for distribution to the schools. The Constitution of 1865 incorporated this provision in the article on education. The 1875 Constitution continued the principle, but made one-fourth the revenue the minimum amount for school support, in addition to the interest upon the certificates of indebtedness. Since 1887 the General Assembly has consistently dedicated one-third of the revenue for schools.



MAKE HOTEL RESERVATIONS NOW!

Teachers should make hotel reservations for the annual convention to be held in Kansas City, December 2-5, 1942, immediately.

In order to make certain that you will have a comfortable and convenient room for the convention write for your reservation now. Activities that are scheduled for the last of the week in Kansas City may cause many hotel rooms to be taken by people not in the teaching profession.

Contrary to rumors that have been circulated, the major hotels have not been taken over by the government for the use of the armed forces. There are plenty of rooms available for our teachers.

Reservations should be made direct with hotels in Kansas City.

Service Through the Junior Red Cross

SO LONG AS THERE IS WAR every resource of this country is dedicated to the common cause—that of winning a just and lasting peace. War Bond and Stamp sales campaigns, salvage drives and conservation projects of all kinds have captured the imaginations and won the participation of children. They have done well.

In school, and out, there are, and should rightfully be, organizations to channel children's activities. Chief among these, and one in which there is opportunity for participation of boys and girls of all ages, is the American Junior Red Cross. One of the greatest strengths of this organization for youth is that in its program may be found an attraction for all ages. As the

By LLOYD W. KING
*State Superintendent of Public
Schools*

children's section of the American National Red Cross the Junior organization represents, to the child, participation in a great and necessary war work on a level with the participation of adults.

Here in Missouri, the Junior Red Cross is strong, but it can, and should be, even stronger. Its program offers an excellent opportunity for acquiring those skills, attitudes and appreciations which are essential to the building of strong citizens and



Students in Missouri's Schools Soon Will Begin Preparing Christmas Gift Packages for Shipment to Boys and Girls in Unoccupied Foreign Countries As Well As to Needy Families in the United States.

at the same time to engage in activities which contribute to a better understanding of American ideals and American war and peace objectives.

The effectiveness of the training afforded by Junior Red Cross has been pointed up nationally by the response of the more than 14,000,000 members of the organization in their contribution to the great effort in which we have all become engaged since December 7, 1941. More than 3,000,000 comfort and recreational articles already produced for use by the armed forces; the War on Waste; activities in civilian defense, and an unhesitating willingness to take on any job that needs to be done, characterize the many means by which the Junior Red Cross is taking advantage of opportunities

for service today.

Last year 4,110 elementary schools and 462 high schools in Missouri enrolled in Junior Red Cross. Consequently, a total of 457,371 boys and girls in 4,572 Missouri schools had the privilege of doing their share through Junior Red Cross in the War Effort. 8,955 boys and girls studied First Aid and received certificates. 598 girls studied Home Nursing and received certificates. Certificates in Water Safety were issued to 752 students in the State and 22 Chapters in the State organized for an effective Home and Farm Accident Prevention Campaign.

This year the enrollment of the Junior Red Cross will be held November 1 to 15.
(Continued on Page 314)

Stop Making "Pretty Pictures"

AMERICA IS AT WAR—a rather terrifying experience in which we all participate. There are no cloistered cells in which to hibernate, and thus avoid its significant changing of our worlds—both real and "inner."

What has all this to do with "making pretty pictures" in the classroom? These feelings of world conflict and insecurity you and I have as teachers are not spared our pupils. With fathers "off to the wars," with mothers working in defense plants, and with the family security shaken there is no wonder that even five-year-old Jane develops conflicts of which she is completely unconscious. She has emotions which in some way must find socially and individually satisfactory outlets if democracy remains a safe and sane mode of life. We can do something by providing many creative experiences with a multiple of materials. Here, then is why we as elementary teachers must change our view of art.

England has taken the step. There is wide spread revival of handcrafts in which the English have found utilitarian and emotional profit. American educators must not copy but "go one better." We must find and use new materials, use scraps, and use our imagination, and through the creation of pictures, objects, designs, and constructions provide more and more experiences

By EULA VOIROL
Wm. A. Knotts School
Kansas City

and outlets for the emotions of all the Janes and Johns we teach.

We must stop looking for adult reality and standards in the pictures our pupils create; we must turn from the actual object or thing created to the creator; we must judge the child's expression not in our former terms of how it looks but how it has given relief to the individual and to how it has helped him to develop. We must not look at Jane's daubs of black and grey as an unorganized group of "dabbings" with one bright spot of orange but we must look at Jane's tearless face and realize the "black daub" is her expressed emotion of big brother Joe in the army but who is coming home on furlough. It is not the seemingly senseless lines but the individual's expressed emotion that must be evaluated.

Now is the time for our conscientious effort to be art teachers—not directors of copies. It is up to us, the guides of the leaders of tomorrow, to develop creative expression, emotional outlets, and socially satisfying reactions through our improved ideal of art. We must stop making merely "pretty pictures" and strive for self-expression.

Our Teacher Poets

PAPERS

I GRADE PAPERS, oh! so many!
Till senses—I haven't any
So it seems. But I oft times
Think of those in other climes,
In whose schools there used to be
Children always glad to see
The sun rising in the east
To aid their happiness, at least.

But now those children over there
Can go to school—our God knows where,
And when. For try as they might
In dingy rooms far from sight
Their work may come to naught.
Their very souls seem as sought
By one who wants more power.
Children in this dark, harsh hour!

I am thankful as I can be
That we live in a great country,
Where we can teach as we please,
Where we do not bow on knees
To any one who always bores!
I'll grade papers? Yes! By scores!
I'll do my work well for aye!
One way I'll help the U. S. A.

—SADIE MADGE HUNT
Elsberry, Mo.

MY OBLIGATION

THE YOUNG MEN AND WOMEN that I teach,
Am I molding their lives the right way?
Am I teaching them always to reach
For the best things along life's way?

Am I the best living example for them
Of truth and beauty in this world?
Do I petition the power of Him,
When their questions at me are hurled?

In teaching the men of tomorrow,
Am I paying my debt to past ages?
Am I molding the clay to reap sorrow,
Or to meet life's problems like sages?

I am their friend, father, and mother,
To me precious souls have been given.
In their life molding I am the potter;
To be a perfect example, I have striven.

—FAUNA OVERLAY
Cowgill, Mo.

VICTORY

V is for Victory we hope to gain.
We must work hard so it won't be in
vain.

I is for Interested, and this we must be
In this noble cause to make our land
free.

C is for our Country, the dear U. S. A.
For her peace and her freedom forever
we pray.

T is for Truth, and oh how much it's
worth.
To make America the greatest land on
earth.

O is for Onward, we'll keep marching on.
'Til Hitler is conquered and every Jap
gone.

R is for Roosevelt, our leader so brave,
We all must help him our country to
save.

Y is for Yankees, so brave and so true
Let's help them protect the Red, White,
and Blue.

—MARY BULLINGTON
Golden City, Mo.

NOT FINIS YET

DO NOT EXCUSE your failure to succeed
To lack of favor, or unfriendly deed.
Do not assume that fate has been unkind
Think not that to your merits she is
blind.

The knave may flourish far above his worth
While other men attain their place by
birth.

Hold fast your faith, still stands the shin-
ing goal.
Your name may yet rank high upon the
scroll.

Be not too quick your confidence to lose.
Time and events may lay the ready fuse
To blast the unworthy from his estate
And lay his wounded pride without the
gate.

The winner may have run a ruthless race
Or broken faith to win his haughty place.
As turn the tides within the rocky bay
So even handed justice bides her day.

—ALFRED C. MOON
Columbia, Mo.

AMERICAN RED CROSS

O GREATEST Mother of them all,
At your humanitarian call,
We privileged must rise or fall,
Professed lovers of the race;
Your ministry will sow the seeds
Of sympathy, understanding, in deeds
Of mercy while war runs on apace;
The future holds a fearful fate,
For millions now accused by hate,
Unless free men shall hasten aid,
That children be no more afraid;
O greatest Mother of them all,
Be yours to succor as men fall,
Be ours to sacrifice for peace,
A day when hate and strife shall cease!

—ETHEL L. KITCHELL
St. Louis, Mo.

KEEP SMILIN'

WE'RE SAD to see you go, yet know you
must
For our country calls you to the ranks of
The brave, who fight to save our country
from
The grave. Today you are with us, tomorrow
You are gone, yet your smile and the things
for
Which you stand linger here to cheer and to
Inspire us as we go about our work.

When the hours are darkest and you're
weary
From the fight, may our smiles (like yours)
come to
Cheer you through the blackness of the
night—
And though you may never win the fame of
Washington at Valley Forge or Pershing
At Argonne, yet you'll be the hero
Of our hearts. A Hero, all you Yankees
Who are making sure the stars and stripes
shall
Forever wave "o'er the land of the free and
The home of the brave." Keep smilin',
Soldier,
Smile on to Victory.

Smile, America, Smile!
—MARGARET (PEGGY) JELLUM
Ludlow, Mo.

Dedicated to all the teachers who enter
the armed forces.

LITTLE SCHOOL

LITTLE SCHOOL, when I open your door
May a wealth of sunshine come in,
And spread itself across the floor
And stay till springtime comes again.

Some autumn leaves must drift in too,
Their wealth of color to blend;
While the sky's true blue must come shining
through
Its truth and strength to lend.

So, Little School, within your walls four
We'll work and play and battles win,
Watching little minds grow more and more
Until springtime comes around again.

—MARGUERITE BUTCHER
Joplin, Mo.

THE SCHOOLS OF THE FUTURE

THE SCHOOLS OF THE FUTURE, methinks
I see,
Unfurling the flag of democracy;
Holding aloft the torch of freedom's light
To dispel the darkness of evil's night.

Seeking to develop a stronger race,
Children's minds and bodies growing
apace;
Imparting needed skills and knowledge too,
And the love of learning to see them
through.

Teaching the youth to hold their standards
high,
Always to tell the truth and scorn a lie;
To maintain a healthful outlook on life,
To be lovers of peace and foes of strife.

To recognize their part in God's great plan,
As well as their duties to fellow-man;
As good citizens to work with others,
And to share with all mankind as brothers.

Thus schools of Missouri in coming days
Will give pupils training in many ways;
Their product, the best the schools can
create,
Worthy citizens of a worthy state!

—H. F. PRATT
St. Louis, Mo.

THE TEACHER'S REWARD

BEHIND A BROWN-EYED six-year-old
A mother stood on teacher's threshold.
She smiled and sweetly said, "We've
brought
A present, as token of what you've taught.
To us it's really meant a lot
For he is such a tiny tot."

No words could tell the teacher's thought,
For words can't say what they really ought.
I've done no more than a teacher should.
I'd say much more if I only could."
Tho each read joy in the others eye.
Both blinked and simply said, "Good-bye."

But teacher, in memory will always treasure
That kind expression of sincere pleasure.
And as she sees the children grow,
Her greatest joy is just to know
That parents feel she's done her best
To fit their child to meet life's test.

—EDITH BOORD SCHUCKENBROCK
Palmyra, Mo.

THE POEM GRINDER

THE POET SAT with smiling face
And turned the crank with ease and grace.
The tumbling words, like birds from a
cage,
Formed quickly in line upon the waiting
page.

"Let me turn now," I said to him,
And he gave me his place with a twinkling
grin.

With a confident air I began to turn;
I turned, and turned, and turned, and
turned.

Not a word came out that stubborn spout,
Though I sat and turned 'til my arm gave
out.

With a weary sigh and a bow of defeat
I stepped aside to give the poet his seat.

—ROBERTA BRYAN
Ludlow, Mo.

YOU Should Take the Initiative in Working Against Amendment No. 5.

VOTE YES ON AMENDMENT No. 1

ST. LOUIS COUNTY SCHOOL AMENDMENT

FULL TEXT OF AMENDMENT NO. 1

"In school districts formed of cities and towns in counties having a population in excess of 200,000 inhabitants and not more than 450,000 inhabitants [St. Louis County is the only Missouri county in this classification], and in consolidated school districts, in said counties, the board of directors of such school districts, with the consent of two-thirds of the voters thereof voting on such proposal at an election being held for that purpose, may levy on all subjects and objects of taxation and collect in the same manner as other school taxes are collected a special tax for school purposes not exceeding in any one year One Dollar on the One Hundred Dollars valuation of taxable property in addition to the taxes authorized to be levied for school purposes within the limits provided in Section 11, Article 10 of the Constitution of this State; and the power hereby given said board of directors of said school districts is declared to be a discretionary power."

Wartime Program for Missouri Schools

ON SEPTEMBER 11, members of the Advisory Committees of City and County Superintendents met in Jefferson City and for several hours discussed with the State Superintendent of Schools and his staff and representatives of Federal Offices the wartime program of Missouri schools.

The meeting was opened with a statement of the purpose of the meeting.

State Superintendent King discussed the four-day Institute on Education and the War, held in Washington, D. C., August 28 to 31. He stressed the need for every school in the state making its maximum contribution to the winning of the war. Dr. John Rufi, University of Missouri, Everett Keith, executive secretary, MSTa, and Mrs. Irene Blood, Department of Education each spoke briefly on the Washington conference. A wartime program with eight areas of operation was presented and details of the program were made available in the publication "A Wartime Program for Missouri Schools." The eight-point program for every school is: emphasize the school's wartime responsibilities; make the school the coordinating agency; cooperate with other agencies; stress health and physical education; adapt curriculum; teach and practice democracy; adjust extra-classroom program; and conduct guidance program.

In addition to the above program the bulletin sets forth policies important in the administration of a school program in wartime. The policies deal with the channeling of programs through the State Department of Education, the public relations value of the wartime program, school support now and after the war, acceleration of the school programs, protection of school buildings and other school property, protection of school children, and the consideration of adjustment which must follow the close of the war. Considerable attention was given in the conference to emergency courses of study.

Salvage Drive

Members of the meeting were given a 16-page pamphlet titled "Get in the Scrap." This booklet outlines a plan for the organization of the school children of America

in the national salvage program which began October 5. Many schools eager to do their part have already conducted intensive salvage drives. Other schools have just started but all are urged to do their part and more.

Other highlights of the conference were: the presentation of the Honorable Forrest C. Donnell, Governor of Missouri, a broadcast by J. W. Studebaker, United States Commissioner of Education, and the conservation program as developed by Mrs. Loretta Vrooman from the Federal Office of Price Administration.

Since this was not a state wide meeting the members of the committees were asked to interpret the meeting to the various sections of the state on September 18.

The following is a list of the names of the individuals who spoke at the interpretation meetings and the town in which the meeting was held: Blanche Templeton, Maryville; T. E. Dale, St. Joseph; L. O. Little, Liberty; E. R. Adams, Albany; Ray Dice, Chillicothe; Hugh K. Graham, Princeton; J. E. Fuhrman, Kirksville; J. C. Lynch, Huntsville, Mrs. Florence Begeman, Kahoka; E. T. Miller, Hannibal.

Wendell Sears, Bowling Green; Paul J. Keith, Wentzville; A. L. Crow, Columbia; U. L. Riley, Kansas City; Leland Hoback, Clinton; Mrs. Marjorie Hoy, Harrisonville; Floyd Ray, Higginsville; Dr. C. F. Scotten, Sedalia; T. A. Reid, Hermitage; W. J. Willett, Nevada; Mrs. Bertha Reed, Carthage; G. P. Campbell, Monett; Ray Wood, Springfield; Ray T. Evans, Branson; Aaron C. Hailey, West Plains.

Mrs. Essa Findley, Lebanon; B. P. Lewis, Rolla; Dr. Wade C. Fowler, Jefferson City; John F. Hodge, Cuba; Stanford S. Kight, Centerville; H. B. Masterson, Doniphan; Harold S. Jones, Hayti; Marcus L. Grant, Poplar Bluff; Ralph McCullough, Sikeston; L. B. Hoy, Jackson; W. A. Deneke, Flat River; Geo. D. Engelhardt, DeSoto; Arthur A. Hoech, Clayton, Philip J. Hickey, St. Louis City; Ted McCarrell, Union.

Reports from thirty-five of these meetings indicate that over 525 public school administrators and forty county superintendents attended the sectional meetings. More than 500 schools were represented.

Vote for the Proposed Constitutional Convention

PURSUANT TO Section 4, Article XV, Constitution of Missouri, the following question will appear on a separate ballot on November 3d:

"Shall there be a convention to revise and amend the Constitution?"

The State-wide Committee for the Revision of the Missouri Constitution, of which Senator Allen McReynolds, of Carthage, Missouri, is President, believes there should be such a convention. It is now conducting an intensive, state-wide, educational campaign to persuade the majority of the voters to vote "yes" on the question, thus providing much needed enlightened leadership so far as Missouri's political structure is concerned. The Committee earnestly hopes that those engaged in the teaching profession will give their aid.

Social institutions and political structures must be on the level reached by the various arts by which citizens earn livelihoods for themselves and families, and, obviously, Missouri's Constitution, adopted in 1875, is not. Our present Constitution was drafted to meet conditions totally unlike those found at present. Life in Missouri in 1875 was very different from what it is today. A Constitution designed to meet the needs of the state ten years after the Civil War is poorly adapted to meet its needs now. One item will dramatize our predicament. State expenditures alone increased from \$5,254,760 in the biennium of 1873-74 to \$170,726,224 in 1939-40.

Space does not permit us to point out all the defects in our present Constitution, but we do wish to call attention to a recent statement of Dr. Isidor Loeb, former Dean of Business and Public Administration, Washington University. Said Dr. Loeb:

"State administration is divided among a few large departments and numerous smaller bureaus, commissions, etc. There is overlapping and lack of coordination of functions. The administration of tax laws, for example, is distributed among the four major departments and a number of minor agencies. Any business or-

By ROBERT KRATKY
St. Louis

ganization, not supported by taxation, would rapidly become bankrupt under such chaotic administration. The great savings in cost and efficiency that could be secured under a modern system justify the consideration of this problem by a constitutional convention."

This is an indictment which merits sober reflection. How long shall the people of Missouri be subjected to such a drain on their resources? While no one would contend that the expense of a constitutional convention would bankrupt Missouri, there is no one who would guarantee that "such a chaotic administration" will not eventually bankrupt the state, particularly with the stress of war.

Finally, this war is not limited to arms. One of its major aspects is an ideological struggle—the key to the "all-out" creative effort of our people. Contemporary dictators have ridiculed democracies, and said they do not work because they cannot adapt themselves to modern conditions, pointing out cavernous gaps in our political structures to substantiate their charges. Among other reasons, dictators feature the alleged inadequacy, inefficiency and outwornness of democracies as the basis of the necessity for their proclaimed "new order." Thus far, instead of appealing to the forcefulness of democracy by making necessary changes in our political structures as a part of our effort to obliterate the threat of the dictators, we have merely insisted that democracies not only can but do work. As a people, we have not recently subjected our political structure to serious study. We shall have the opportunity to vote for such an examination of our Missouri political structure in November. If democracy is worth fighting and dying for as our own soldiers are doing today, certainly it is worth being kept modern and adequate to present needs.

SECRETARY'S PAGE

STATE TEACHERS MEETING

When the rumor was extant this summer that no conventions would be held, the National Education Association assisted us in contacting the Office of Defense Transportation, to ascertain if we should proceed with the meeting.

In August we learned that the Office of Defense Transportation did not plan to make "any arbitrary ruling concerning transportation for conventions and meetings, and hopes that it will not be necessary to do so at any time." They believed "that each organization should make its own decision about conventions," but that "such conventions and meetings as are held should have a direct bearing on the war effort."

In view of this statement, we have gone ahead with our plans for the State Teachers Meeting in Kansas City, December 2-5.

The General Session speakers for the Kansas City Meeting include Major General Lewis B. Hershey, Upton Close, and Governor Donnell.

On the Divisional programs will appear Dr. J. Paul Leonard, Miss Helen Heffernan, Lyttleton B. P. Gould, President John Milton Potter, Dr. Jean Betzner, and a representative of the War Manpower Commission.

Discussion groups have again been arranged for Friday morning and the Departmental meetings will be held on Friday afternoon as per usual.

AMENDMENT NO. 5

In order to prevent the passage of Amendment Number 5, at the election in November, the Legislative Committee has requested each county to organize and proceed as follows:

- I. Appoint a Committee, representing all groups and interests as listed below with such additions as may be found necessary.
- II. Members of the Committee will serve as organization chairmen for the following groups:

- (a) civic clubs
- (b) political parties
- (c) women's clubs
- (d) farmers
- (e) Parent Teacher Associations
- (f) teachers
- (g) churches

III. The Committee should appoint precinct captains:

- (a) To see, when necessary and feasible, that a house to house canvass is made, explaining the Amendment and polling sentiment.
- (b) To see that those who are opposed to Amendment No. 5 vote on election day, by reminding them over the telephone and providing transportation when needed.

Will you help to make your county organization function effectively?

Vote YES on Amendment No. 1

ECHOES FROM THE PAST

At a recent meeting of the Southeast Missouri Schoolmasters Club, at Sikeston, Principal John Wright, Bloomfield High School, handed me a book containing the minutes of the meetings of the Department of Superintendence from 1899-1909. The first meeting was held in 1899.

Defeat Amendment No. 5

PLEASE NOTE

Wartime conditions often make it difficult for us to secure books. All Reading Circle orders are filled as promptly as possible.

MEMBERSHIPS

Lewis County was first to report a 100% enrollment of rural teachers for 1942-43. Many high schools have already sent in dues for all teachers. Early payment of dues makes for convenience to all concerned.

PROFESSIONAL ORGANIZATIONS

Every teacher should be a member of the Missouri State Teachers Association and the National Education Association.

These times demand strong State and National organizations to meet the problems facing the profession.

Making Geometry Interesting

WHAT A LIFE, this teaching, when the pupils aren't interested in what one is trying to teach!" That remark came from a fellow mathematics teacher almost exasperated with the thought of beginning a new geometry class in which he claimed the pupils were enrolled, not because they were interested in geometry, but because they needed that credit. But who is to blame for this supposed lack of interest? Geometry in itself is very interesting for many pupils and there usually is a small "seed" of interest which can be cultivated and urged to grow in all pupils until that "seed" becomes a "producing plant" of learning. Geometry can be made much more interesting and fascinating and it is up to the teacher to make it so.

It is sound psychology to say that one of the greatest incentives for doing good work is having an intense interest for that work. The more interest that is created, the more efficient will be the learning, and the chief objective of a teacher is effective and efficient learning on the part of the pupil being taught. Also, if there is interest, teaching will become a pleasure. It is easy to teach, if those being taught are highly interested. Then why not make the subject matter more attractive, more interesting to the pupil? It can be done!

If the pupils are to be made interested in the work, the first essential is that the teacher must be highly interested. A "dead-headed" teacher, never trying new ideas to stimulate interest, will have "dead-headed" pupils to teach. We all know that that is a drudgery. What then can be done to make geometry more interesting? What can be done to get greater and better results from the pupils studying geometry? The writer will try to answer these questions, in part, by citing some of the things that seemed to bring better results in his geometry classes.

At the beginning of the course the classes are allowed to do many geometric constructions. This initiates skill and precision with the hands in using the geometric tools as well as building a background for the logical reasoning processes that will

By CARL W. HOLLRAH
West Plains

follow. Doing things with the hands at the beginning of the course appeals to most pupils. These constructions get the pupils oriented in the course. Proper orientation is important to hold that spark of interest that is there at first. Constructions also provide a source of many practical uses of geometry. The student can clearly see how these constructions are essential to mechanical drawing, carpentering, surveying, scale drawing, navigation, and many other occupations and industries.

The geometry student must be made to think he has done something out of the ordinary when he proves an exercise or theorem by logical reasoning. To accomplish this it is necessary that the pupil prove the theorems and exercises by his own reasoning, in his own words. There is a feeling of exultation, a feeling of having accomplished something important on the part of the pupil if he begins with a few facts and arrives at an indisputable conclusion by his own reasoning. It will stir up enough interest in him so that he will want to work on with other exercises. In working out the exercises the pupil should have a limited amount of help from the teacher. Only a hint or suggestion now and then for the more difficult problems will be sufficient. An effective method is to allow one member of the class to act as the clerk at the blackboard and let the rest of the class tell him what to write. The pupils like that method and it gives each one a chance to express his thoughts and make his contributions to the proof. It is also a very democratic way to conduct the class.

The single thing that has created more interest in geometry classes than any other is the working out of individual geometric projects. These projects give the pupils a chance to express specific individual interests. The student should always choose his own project. If he does not the project loses its purpose. The teacher might give

a few suggestions on possible projects but should especially encourage originality and initiative. Also the teacher might give some instructions on, and ideas about, the pupil-chosen projects but the pupil should work out his own ideas as much as possible.

Some very interesting projects that may be worked out by some of the pupils are listed and explained below:

Geometric Designs: This is listed first because it is more commonly used than any other type of project. This project usually consists of constructing various kinds of designs, usually in harmonizing colors. There is not so much originality in this type of project but the pupil can express his own ideas in the type of designs he produces.

Geometry of Snowflakes: Many different shaped snowflake designs are cut out of white paper and attached to a black background. The black and white contrast is very attractive. The snowflakes should be about six or eight inches across.

Geometry in Jewelry: Here there is a possibility for designing of many different cuts of precious stones, especially showing the conventional cuts used in diamonds, emeralds, sapphires, etc. Also various designs for costume jewelry can be worked out.

Quilt Patterns and Geometry of Lace: This project appeals especially to the girls. Designs of various quilt patterns, in the suitable colors to make them attractive, are constructed. If a whole quilt is shown it is drawn to scale. Intricate designs are usually shown to point out how lace patterns are connected with geometry.

Humorous Locus Problems: Much ingenuity is exemplified in working out locus problems of a humorous nature. Original problems are written by the pupil and then are solved by construction and explanations.

Scale Drawings: These are usually scale drawings of buildings, bridges, maps, blueprints, etc.

Symmetry Illustrated: In this project various objects that possess symmetry are constructed and illustrated. Some of the objects most commonly used to show symmetry are the human body, landscape de-

signs, buildings, flowers, trees, and other plants. Oftentimes, in this project, ink blot designs are worked out to show symmetry.

Some other topics that have been used are: Geometry of Pictures, Mechanical Symbols, Lives of Mathematicians, Geometry of Sports and Games, Important Proofs and Constructions, and Geometry in Nature.

All of these projects may be done in booklet form on ordinary typing paper with the cover page made of construction paper in attractive colors. Usually the projects are completed in eight to twelve weeks.

During one week before the school term closes these projects can be put on display in the mathematics room, all the pupils of the school being invited to examine the display. A selected committee of pupils who have previously completed a course in plane geometry may then be asked to rate—not grade—the projects. Suggested ratings are excellent, superior, good, and average. It is advisable to choose this committee from the solid geometry or trigonometry classes.

The more interest that teachers of mathematics can produce in classes during this period of crisis the more will we be cooperating in the national emergency. There is a great demand, and there will be a greater demand, for technically trained young men and women in the fields of mathematics and science. It is mathematics teachers job to create enough interest and enthusiasm in classes that the high school pupils, who have the mental ability and aptitude, will anxiously elect to study the higher courses offered in high school mathematics. In fact, a national committee investigating the need for mathematical education for defense has published in its report this statement:

In the junior and senior high schools, each boy and girl of sufficient mathematical aptitude should be urged by his advisors to observe that the study of mathematics through the stage of trigonometry and some solid geometry may serve as a distinctly patriotic action.

To bring about the desired results for this national emergency the pupils in mathematics classes must be made more interested in their work. Then let the slogan be "All out for greater interest."

Patriotism Through Student Participation

IN RESPONSE TO THE QUESTION, "Is your school sponsoring any new or unusual activity to foster a spirit of patriotism among students?" which was sent to our superintendent by the State Department early last year, our school worked out the following program.

The idea first took form in the teaching of patriotism through music by using the currently popular patriotic songs for the choruses in both the grade and high schools. An enthusiastic response was shown on the part of the students and we decided to develop the project further by working the idea into a pageant.

An original patriotic pageant "I Am An American" was written by Miss Louella Ryan and Miss Verna Wilkening. The purpose of the pageant was to show to the students, as well as to the people of the community, the marvelous birthright that is ours as American citizens and our responsibility to preserve and keep it.

Besides the music department which furnished the musical background for the pageant, the work in several other departments was correlated. The home economics department designed and made the costumes. The flags of the United Nations which were used were also made by this department, thereby familiarizing students with the flags of those nations.

As a special project in the advanced art

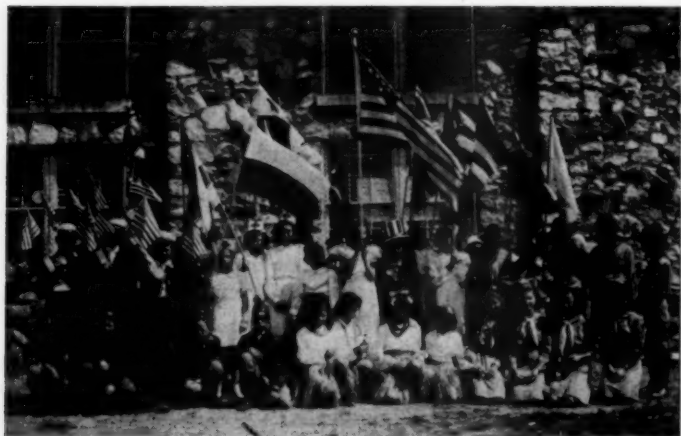
By VERNA WILKENING
Burbon

class, patriotic designs were painted on the windows of the auditorium with tempera. Among these designs were: an enlarged Seal of Missouri painted in colors, a group of flags of the United Nations, an honor roll of those who have attended our school and are now in service, and a scene of the Statue of Liberty.

The members of the commercial classes typed copies of the script and mimeographed copies of the songs to be used by the choruses.

The pageant itself was preceded by a short one-act play, "Jacob Comes Home," by William Kozlenko which has its setting in Berlin, Germany. It shows some of the terrors and horrors that people are forced to suffer under the Nazi regime. Following this, the rhythm band played "Stars and Stripes Forever" after which the American Flag was carried down the center aisle as the poem, "The Flag," was recited.

The explanatory parts of the pageant were read by a narrator. The scenes were presented on the stage by groups of children in costume doing specialty numbers as the chorus sang appropriate songs. An original song, "United Nations," was com-



Students made the flags of the United Nations.



Doing the manual of arms.

posed by Miss Louella Ryan for the finale. The pageant was divided into the following episodes:

Episode I "A Firm Foundation"—showing the American way of life in the home, church, school, and national organizations for youth.

Episode II "The Incident of Pearl Harbor."

Episode III "The American Spirit of '42"—showing the American reaction to the challenge of democracy.

Episode IV "Forces of Protection"—a salute to the army, navy, marines, and air corps of the United States.

Episode V "Emblem of Service"—a tribute to the American Red Cross and the Service Flags of America.

Episode VI "On To Victory United Na-

tions"—Depicting the spirit of the world in their efforts to protect the precious heritage of Freedom.

Our purpose in developing this project; namely, that of fostering a spirit of patriotism among students and members of the community was accomplished. Greater respect for the flag and men in service is shown by the pupils and the audience was very much impressed by the timeliness of the program.

The numbers which received the greatest response were: a group of boys dressed to represent marines who carried flags and formed the letters *U S A*; an effective dance by a group of girls in costume in tribute to the navy; and a group of boys dressed in Boy Scout uniforms who carried guns and did the manual of arms.

A War Time Challenge to Teachers

THE EGRESS OF TEACHERS from their profession during these critical days is indeed alarming. Many, it is true, are going into the armed forces or into defense work for which their training particularly fits them. Such a movement is both unavoidable and commendable. But many teachers are going into duration jobs that any untrained person of average intelligence could do. Their action is being determined solely by the high salaries being offered.

For the most part American school teachers receive their training in state supported institutions at a very nominal cost. In return for the training and advantages we have received, we owe to the state and to the nation our best efforts, particularly for the duration of the war.

As a commercial teacher, two courses are open to me: I can go into a duration job at a relatively high salary and do work that any girl with two years' high school commercial work plus three to six months' intensive training can do. The other course is to continue in my work as a public school teacher, making an honest effort to do my work better than I have ever done it before. Mine is not merely the task of teaching commercial subjects to high school boys and girls; my biggest task is to help my

By IDA MAE NOWELS
Boonville

students develop the ability to adapt themselves to the period of industrial transition that will follow the war, and also to help them develop a philosophy of life that will insure the leadership of tomorrow.

Together with many American school teachers, I stand at the crossroads. The first road, defense industry, offers no particular challenge to my ability or training; it does afford the opportunity for personal profit. The second road, public school teaching, challenges the best in me and in every other American teacher. We must, as individuals and as a profession, be one-hundred-per cent behind our country's war effort. But we must also try to look to the future and equip our students, in so far as possible, to meet the post-war transition. With the churches of America we share the task of maintaining for ourselves and for others a mental and emotional balance that will make possible both a military victory and an enduring peace.

If we fail in our task, the sacrifice of our boys in the armed forces will be in vain. Teachers of Missouri, we must not fail!

Farm Mechanics to Receive Greater Emphasis

VOCATIONAL AGRICULTURE STUDENTS at Rogersville High School are learning to solve present and future farm mechanic problems in their farm shop program. Much more emphasis is being placed on farm mechanics, especially farm machinery repair, in the vocational program during the present emergency.

Many reasons may be listed for stressing farm mechanics as a part of the Vocational Agriculture course. During the present emergency there will be a shortage of labor and parts for machinery repair. It has been estimated that 10% of a farmer's working time is given over to farm mechanical activities, therefore skill in this phase of farming saves much needed time, work, money, and energy. Then, too, an efficient farmer chooses and purchases farm machinery wisely and training along this line is important. A large part of the capital invested in a farm is in machinery and equipment, and to get the best and greatest use develop knowledge and skills in those jobs

By W. ORAL BARROW
Vocational Agriculture Instructor
Rogersville

of these is worthwhile training. Most farm boys are mechanically inclined and enjoy working with tools and machinery.

To show the interest taken by boys in shop work, a group of eight boys prepared a radio skit explaining their program and presented it over a local radio station recently.

At least one-fifth of the time allotted to Vocational Agriculture is taken up in teaching farm shop. Freshmen and sophomores are taught fundamentals of tool care, woodwork, forge work, rope, harness, sheet metal, and other similar jobs while in advanced classes machinery, farm gas engines, electricity, concrete, and pipe fitting work is stressed. The course is organized so as to which will likely need to be done on the



Practical work experience is provided in this farm shop for farm boys.

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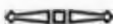
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home farm. Boys are encouraged to start building a home farm shop while yet in high school.

Farm mechanics is often involved in making the boy's project work in agriculture more efficient. For example, six self feeders for hogs and 10 modified A type hog houses have recently been constructed by the boys to improve their home project program in swine production. Boys report a reduced number of pigs lost at farrowing time by the use of the modified A type hog house. It is easily moved to clean ground at farrowing time to provide sanitation for the litter. The self feeder is the most efficient method of feeding hogs for

market. Students have constructed many other small appliances such as poultry feeders, milk stools, and gate hooks which not only improve the project work of the student but help keep the entire farmstead improved.

Two National Defense classes in Metal Work have been conducted in the shop during the past year. These classes have provided training for 35, out of school farm youth, between the ages of 17 and 25. New and improved equipment has been provided through these National Defense classes which have been helpful in providing mechanical instruction.



Music, An Essential

DON'T NEGLECT MUSIC. Keep the glee clubs singing. Keep the orchestras playing. Keep the bands marching. What thrills one more than to see and hear free citizens of the future come marching down the street playing harmoniously the music of a free America? Maybe it brings a tear to the eye. Maybe there is applause as they pass. Maybe one thinks it is a very good show for the little town high school, but we should think and keep thinking "They must have music and they shall have music."

Music builds character. It teaches cooperation. It makes people happy. It keeps spirits high. It builds morale. It has and it will help win wars. Music strengthens democracy. Don't neglect it.

In times of national peril it is very easy to neglect that which we do not think is necessary. In other words, dispense with the luxuries. The non-essentials must go. But music is an essential. It must be perpetuated if we are to continue to exist as a free and independent people. No pain, no hardship, no bereavement is quite so torturous if music goes along. Man can not exist without music; therefore, our youth

By HARLEY ALLEN
Middletown

must have music and it is our duty as educators to see that they do have music.

Our nation of tomorrow depends upon the youth of today. We believe that our schools are a vital defense industry because a nation "of the people, by the people, and for the people" must not be ruled by an ignorant citizenry. We must not keep the torch of liberty burning for these few years just to pass it to a posterity which will not have the ability, the courage, the intelligence or the patriotism to hold it high and keep it burning. The schools must stay open. The teachers must continue teaching. The fundamentals must be mastered, and music must go along. Our students must and shall have music. Keep them singing now so that they may be singing tomorrow, next year, and forever.

Human life can not exist without music. Let there be music and our youth will live happily, victoriously, and democratically. Don't neglect music! It is an essential.

See that amendment No. 5 is defeated in YOUR school district. Don't depend on others to do your work.

Elected Acting Superintendent St. Louis Schools



Philip J. Hickey

PHILIP J. HICKEY, Secretary - Treasurer, St. Louis City Board of Education and Assistant Superintendent in charge of Business Affairs, was elected Acting Superintendent of Instruction for the St. Louis Public Schools on September 8, 1942. Mr. Hickey succeeds Dr. Homer W. Ander-

son who is on leave of absence to work in the United States Treasury Department as Associate Field Director in Charge of the Education Section of the War Savings Staff.

Mr. Hickey joined the St. Louis City school faculty nineteen years ago when he was assigned to work as Principal at the Carondelet School. The next year he was transferred to the Madison School where he remained as Principal until 1934. During this same interim 1924-34, he served as Principal of the Soldan Evening School.

In 1934 Superintendent Hickey was selected to serve in the central office to assist in preparing preliminary work in the campaign that was then under way to secure the passage of the 85c school tax, and also the \$2,000,000 bond issue for schools. He was also asked to assume the responsibility for the reorganization work of the use of school buildings for community purposes and to organize the schools in the governmental financial education program which came under the jurisdiction of the F. E. R. A. Developing the nursery school program was an important part of the duty mentioned last.

Superintendent Hickey was elected Secretary and Treasurer of the Board of Education on January 1, 1935 for a term of four years, and re-elected to the same office for a second term of four years in 1939.

Born in Cleveland, Ohio on April 13, 1896, Mr. Hickey attended and graduated from the public schools of this city.

At the age of 22 years he received the B.S. degree from the University of Wis-

consin and an M.S. from the same institution in 1920.

From 1917 to 1923 he was a member of the faculty of the University of Wisconsin and was elected to Sigma Xi by the faculty for outstanding work in science.

Mr. Hickey was also selected to Phi Lambda Upsilon for honorary undergraduate work in Chemistry and to Gamma Alpha Society for outstanding work as a graduate student.

Superintendent Hickey has given freely of his time and effort to professional and civic organizations both locally and nationally. He served as President of the Elementary Principals Association from 1932 to 1935. At the present time he is: a member of the Convention Exhibit Committee of the American Association of School Administrators, and Chairman of the Housing Bureau for the 1943 Convention; a member of the Executive Committee of the Missouri State Teachers Association; a member of the Board of Directors of the St. Louis Convention and Publicity Bureau; a member of the Downtown Lions' Club of St. Louis; and a Trustee of the Second Presbyterian Church of St. Louis.



And just when I was going to start my studies, we had a blackout.

Northeast Missouri Teachers Association, Kirksville October 15-16



T. Dean Adams

OFFICERS

T. Dean Adams, Palmyra, President
Jno. Ed Fuhrman, Brookfield, First Vice-President
Valrea Bloom, Mexico, Second Vice-President
L. A. Eubank, Kirksville, Secretary-Treasurer

Executive Committee

D. D. Johnson, Shelbina
Mary F. Graves, Macon
W. E. Sears, Kirksville
Joyce Rankin, Unionville
Geo. H. Haden, New London



L. A. Eubank

FIRST GENERAL SESSION Thursday, October 15, 9:30 A. M.

Kirk Auditorium

- Mr. T. Dean Adams, President, Presiding
9:30 Invocation, Rev. Pyron McMillen, Presbyterian Church, Kirksville.
Pledge of Allegiance to the Flag, Led by Boy Scouts.
The National Anthem, Led by Mr. R. E. Valentine.
Welcome, Dr. Walter H. Ryle, President, Northeast Missouri State Teachers College.
Response, Mr. T. Dean Adams, President of the Association.
10:00 "Our Front," Mr. Lloyd W. King, State Superintendent of Schools.
10:30 "Preserving the Spirit of America," Mr. E. A. Elliott, Superintendent of Schools, Joplin, Missouri, and President, Missouri State Teachers Association.
11:00 "What is Worthwhile in Life and Education," Dr. Earl Harper, Director, School of Fine Arts and Iowa Memorial Union, State University of Iowa.

HOME ECONOMICS LUNCHEON

Thursday, October 15, 12:15 P. M.

Room 314, Science Hall

DELEGATE MEETING

Meeting of the House of Delegates, Thursday, October 15, 1:00 P. M., Little Theatre, Baldwin Hall.

DEPARTMENTAL SESSIONS

Thursday Afternoon, October 15

The following departments will hold meetings starting at 1:30 P. M.: Rural and Elementary Education, Business Education, Fine Arts, School Administration, Mathematics, Agriculture, and Health and Physical Education.

Beginning at 3:00 P. M., the following departments will hold meetings: Language and Literature, Elementary School Principals, Music, Science, Social Science, and Industrial Arts.

PICTURE SHOW

4:30 P. M.

Kennedy Theatre

Free tickets at the secretary's desk in the first floor corridor of the Kirk Auditorium.

The management of the Kennedy Theatre

promises a preview of a new picture.

SCHOOLMASTERS CLUB BANQUET

6:30 P. M.

Masonic Temple

East Harrison Street, Two Blocks, East of Public Square. Seventy-five Cents Per Plate.

SECOND GENERAL SESSION

Thursday, October 15, 8:00 P. M.

Kirk Auditorium

Mr. Jno. Ed Fuhrman, First Vice-President, Presiding

Seventy-Fifth Anniversary Program

Northeast Missouri State Teachers College

Pledge of Allegiance to the Flag.

The National Anthem.

God Bless America.

Concert, College Band, Mr. Karl E. Webb, Director.

"Remembering History, 1867-1942," Miss Lucy Simmons, Professor of American History, Northeast Missouri State Teachers College.

Music, College A Cappella Choir, Dr. Barrett Stout, Director.

Social Hour and Dancing, Leonard Griffin's Band, Courtesy of the Kirksville Chamber of Commerce.

THIRD GENERAL SESSION

Friday, October 16, 9:30 A. M.

Kirk Auditorium

Miss Valrea Bloom, Second Vice-President, Presiding

9:30 Invocation, Rev. Charles C. Wilson, Episcopal Church, Kirksville.

Pledge of Allegiance to the Flag.

The National Anthem.

America the Beautiful.

9:40 "The World in the News," Mr. Frank Smothers, Formerly a Foreign Correspondent in Asia and Europe, now with the Chicago Daily Sun.

10:30 Amendment Number One, Mr. Willard E. Goslin, Superintendent of Schools, Webster Groves, Missouri.

10:45 "The Teachers' Part in Developing World Citizens," Col. M. Thomas Tchou, Chinese Philosopher, Soldier, States-

man, and World Citizen; former secretary to General Chiang Kai-shek.

FOURTH GENERAL SESSION

Friday, October 16, 1:30 P. M.

Kirk Auditorium

- Mr. T. Dean Adams, President, Presiding
1:30 Pledge of Allegiance to the Flag.
The National Anthem.
America.
"Mastering the Machine Age," Dr.

Ralph W. Sockman, New York City, Pastor, Author, Radio Speaker; Authentic Interpreter of Present Day Problems.

- 2:30 "The School and the F. B. I.," Mr. R. T. Harbo, Federal Bureau of Investigation, Washington, D. C.

FOOTBALL GAME

Northeast Missouri Teachers vs. Southwest Missouri Teachers. Admission Seventy-Five Cents.

Central Missouri Teachers Association, Warrensburg October 15-16

OFFICERS

L. T. Hoback, Windsor, President
William L. Denny, Leeton, Vice-President
Fred W. Urban, Warrensburg, Managing Secretary
G. E. Hoover, Warrensburg, Treasurer

Executive Committee

T. A. Reid, Warsaw
W. H. Guenther, Lexington
C. A. McMillan, Slater
Fred W. Urban, Warrensburg
L. T. Hoback, Windsor



L. T. Hoback



F. W. Urban

FIRST GENERAL SESSION

Thursday, October 15, 9:00 A. M.

Hendricks Hall

- Mr. L. T. Hoback, President, Presiding
9:00 Music, College Orchestra, Mr. Alfred W. Bleckschmidt, Associate Professor of Music, C. M. S. T. C., Director.
Invocation.
To Our Guests, Mr. George W. Diemer, President, Central Missouri State Teachers College.
We Accept, Mr. L. T. Hoback, President of the Association.
9:30 "Mastering the Machine Age," Dr. Ralph W. Sockman, noted New York City Pastor, Author, Radio Speaker.
10:30 "The School and the F. B. I.," Mr. R. T. Harbo, United States Department of Justice.
11:30 Constitutional Amendments, Representative of St. Louis County Citizens' School Committee.

Thursday Afternoon, October 15

- 1:30 County Meetings.
2:00 Meetings of Standing Committees.
2:35 Sectional Meetings.

The first order of business for the sectional meetings will be the selection of a Chairman for 1943. The following sections will hold meetings: Art, Audio-Visual Education, Commerce, English, Guidance, Industrial Arts, Mathematics, Music, Physical Education, School Publications, and Social Science.

SECOND GENERAL SESSION

Thursday, October 15, 8:00 P. M.

Hendricks Hall

President George W. Diemer, Presiding

- 8:00 Music.
8:30 "What is Worthwhile in Life and Education," Dr. Earl Enyeart Harper, Director and Professor, School of Fine Arts, University of Iowa.

THIRD GENERAL SESSION

Friday, October 16, 8:45 A. M.

Hendricks Hall

- Mr. L. T. Hoback, President, Presiding
8:45 Music.
9:00 "Our Front," Honorable Lloyd W. King, State Superintendent of Schools.
9:30 "Preserving the Spirit of America," Mr. E. A. Elliott, President of the Missouri State Teachers Association.
10:00 Business Meeting.

DIVISIONAL MEETINGS

Friday Morning, October 16,
10:30-12:00 o'clock

The following divisional meetings will be held: Administrators and High School, Elementary School, and Rural School.

FOURTH GENERAL SESSION

Friday, October 16, 1:45 P. M.

Hendricks Hall

- Mr. L. T. Hoback, President, Presiding
1:45 Induction of New Officers.
2:30 "England and America and the New Education Front," Sir Charles Morgan-Webb, Economist, Author, Former Chief Secretary to the Government of Burma, and Former Vice-Chancellor, University of Rangoon.
3:30 "The World in the News," Mr. Frank Smothers, Formerly leading correspondent for the Chicago News, now Assistant Editor of the Chicago Sun.

Northwest Missouri Teachers Association, Maryville October 15-16

OFFICERS

Earle S. Teegarden, Kingston, President
E. O. Hammond, Plattsburg, First Vice-President
E. F. Allison, Chillicothe, Second Vice-President
H. S. Thomas, Maryville, Third Vice-President
Bert Cooper, Maryville, Secretary
Hubert Garrett, Maryville, Treasurer

Executive Committee

H. D. Williams, Smithville
Leonard Jones, St. Joseph
Straussie Gall, Plattsburg



Earle S. Teegarden



Bert Cooper

FIRST GENERAL ASSEMBLY

Thursday, October 15, 9:00 A. M.

College Auditorium

- Mr. Earle S. Teegarden, President, Presiding
9:00 Invocation, The Reverend Fred Terry, Pastor, Baptist Church, Maryville.
9:05 Music, The Northwest Missouri State Teachers College Department of Music.
9:15 Address, Mr. Earle S. Teegarden, President, The Northwest Missouri Teachers Association.
9:30 Address, "We Educate For Freedom," Mr. Willard Goslin, Organization Chairman, St. Louis County Citizens' School Committee, and Superintendent of Schools, Webster Groves, Missouri.
10:30 Address, "The World in the News," Mr. Frank Smothers, formerly leading foreign correspondent for The Chicago Daily News, now assistant Editor for The Chicago Sun.
11:30 Appointment of Committee on Resolutions.
11:45 Announcements and adjournment.

DEPARTMENTAL MEETINGS

The following departments will hold meetings Thursday afternoon, starting at 1:15 P. M.: High School, College and Guidance, Elementary and Rural, Speech, and Music.

The departments of High School and College, Elementary, Rural School, and English will hold meetings beginning at 1:15 P. M. on Friday, October 16.

SECOND GENERAL ASSEMBLY

Thursday, October 15, 3:20 P. M.

College Auditorium

- Mr. E. O. Hammond, First Vice-President, Presiding
3:20 Address, "Our Front," The Honorable Lloyd W. King, State Superintendent of Schools.
3:50 Address, "Preserving the Spirit of America," Mr. E. A. Elliott, President of the Missouri State Teachers Association.
4:25 Adjournment.
4:30 Meeting of Committee on Resolutions, Room 308.

THIRD GENERAL ASSEMBLY

Thursday, October 15, 8:00 P. M.

College Auditorium

- President Uel W. Lamkin, Teachers College, Maryville, Presiding
8:00 Music, The Northwest Missouri District Orchestra, Dr. Reven S. DeJarnette, Department of Music, The Northwest Missouri State Teachers College, Chairman.
8:30 Announcements.
8:35 Address, "Mastering the Machine Age," Dr. Ralph Sockman, noted Divine and radio speaker, New York City.
9:35 Adjournment.

DELEGATE MEETING

Meeting of the House of Delegates, Room 208, Administration Building, October 16, 8:00 o'clock A. M. Mr. H. S. Thomas, Maryville, will be in charge. Every Superintendent should see that the delegates to the Kansas City meeting from his Community Association are selected and urged to be present at this meeting.

FOURTH GENERAL ASSEMBLY

College Auditorium

Mr. E. F. Allison, Second Vice-President, Presiding

Friday, October 16, 9:00 A. M.

- 9:00 Music, The Northwest Missouri District Orchestra.
9:30 Address, "The School and the F. B. I.," Mr. R. T. Harbo, United States Department of Justice, Washington, D. C.
10:30 Annual Business Meeting.
11:45 Adjournment.

FIFTH GENERAL ASSEMBLY

Friday, October 16, 3:20 P. M.

College Auditorium

- Mr. Earle S. Teegarden, President, Presiding
Platform Guests: Association Officers elected for 1942-43
3:20 Introduction of New Officers, Mr. Teegarden.
3:30 Address, "What is Worthwhile in Life and Education," Dr. Earl Harper, Northwestern University.
4:30 Adjournment. (Announcements next page).

HOMECOMING FOOTBALL GAME
ROLLA MINERS vs. BEARCATS, College
 Stadium at 8:00 P. M., Friday, October 16

SPECIAL MEETINGS
Thursday, October 15

First meeting of the Resolutions Committee immediately following the adjournment of the

General Session, Thursday afternoon, Room 208, Administration Building.

The annual meeting of the Northwest Missouri High School Athletic Association, Room 207, Administration Building, 4:30 o'clock. All superintendents, principals, and coaches are urged to attend.

Southeast Missouri Teachers Association, Cape Girardeau
October 22-23



A. O. Hilpert

OFFICERS

A. O. Hilpert, Perryville, President
 E. E. Grader, Diehlstadt, First Vice-President
 Geo. D. Englehart, Leadwood, Second Vice-President
 L. H. Strunk, Cape Girardeau, Secretary-Treasurer.

Executive Committee

H. B. Masterson, Hayti
 A. C. Magill, Cape Girardeau
 Harrison Dugger, Thayer



L. H. Strunk

FIRST GENERAL SESSION
Thursday, October 22, 9:30 A. M.

College Auditorium
 Mr. A. O. Hilpert, President, Presiding
 Platform Guests, All Former Presidents.
 Invocation, Rev. H. H. McGinty, First Baptist Church, Cape Girardeau.
 Selections, State Teachers College Orchestra, O. Louis Wilcox, Director.
 Address of Welcome, Louis Schultz, Superintendent of Schools, Cape Girardeau.
 Address, "The Guidance of Children in War-time," Ethel Kawin, University of Chicago and Counselor in the Glenco Public Schools, Glenco, Illinois.
 Address, W. W. Parker, President State Teachers College, Cape Girardeau.
 Address, "Educating for Freedom," Clark G. Kuebler, Assistant Professor of Classical Languages, Northwestern University, Evanston, Illinois.

DEPARTMENTAL MEETINGS
Thursday Afternoon, October 22

SECOND GENERAL SESSION
Thursday, October 22, 8:00 P. M.

Place to be determined
 Mr. George D. Englehart, Second Vice-President, Presiding
Wings Over Jordon

THIRD GENERAL SESSION
Friday, October 23, 9:00 A. M.

Mr. E. E. Crader, First Vice-President, Presiding

Memorial Services

Address, John J. B. Morgan, Professor of Psychology, Northwestern University, Evanston, Illinois.
 Address, "Our Front," Honorable Lloyd W. King, State Superintendent of Schools.
 Address, Gregor Ziemer, Former Headmaster and Dean of American School of Berlin and author of "Education for Death" and "2010 Days With Hitler."

FOURTH GENERAL SESSION
Friday, October 23, 2:00 P. M.

Mr. A. O. Hilpert, President, Presiding
 Address, "Generalities About the Work-World," Homer J. Smith, Professor of Industrial Education, University of Minnesota, Minneapolis, Minn.
 Presentation of New President.
 Southeast Missouri Chorus.
 Adjournment.

FOOTBALL GAME

Friday Evening, October 23, 7:30 O'clock
 Houck Field Stadium
 (Game to be arranged)

In addition to the above there will be lunches, dinners, exhibits, etc.

Be sure to bring your membership receipt.

Southwest Missouri Teachers Association, Springfield October 28-30



C. W. Parker

OFFICERS

C. W. Parker, Ava, President
Hoyt Shumate, Mansfield, First Vice-President
Anna Stearns, Buffalo, Second Vice-President
Leonard B. Hartley, Hartville, Secretary-Treasurer

Executive Committee

C. W. Parker, Ava
Howard Butcher, Joplin
Elgin Dermott, Lamar
C. H. Hibbard, Ava
Ray Wood, Bolivar



L. B. Hartley

FIRST GENERAL SESSION

Wednesday, October 28, 8:00 P. M.

Main Arena, H and R Building, State Teachers College

Mr. C. W. Parker, President, Presiding
Invocation, Dr. Sears F. Riepma, Rector Christ's Episcopal Church, Springfield.

Address of Welcome, Dr. Roy Ellis, President State Teachers College.

Response.

Chicago Round Table Discussion, "Schools and the War."

Participants: Quincy Wright, Professor International Law, University of Chicago; Maynard Krueger, Lecturer, Economist, Teacher, University of Chicago; Melchior Payli, Lecturer and Economist, University of Wisconsin.

ASSEMBLY OF DELEGATES

The first session of the Assembly of Delegates will be held in Room A-12, State Teachers College at nine o'clock Thursday morning, October 29.

SECOND GENERAL SESSION

Thursday, October 29, 10:00 A. M.

Main Arena, H and R Building, State Teachers College

Mr. Hoyt Shumate, First Vice-President, Presiding

Music, Drury College Conservatory of Music.
Invocation, Rev. B. Locke Davis, Pastor First Baptist Church, Springfield.

Address, Lloyd W. King, State Superintendent of Schools.

Address, "The United States from a World Point of View," Dorothy Fuldheim, Nationally Known Lecturer, Cleveland, Ohio.

DEPARTMENTAL MEETINGS

Meetings of the seventeen departments which are recognized by the constitution and by-laws will be held on the afternoon of Thursday, October 29.

THIRD GENERAL SESSION

Thursday, October 29, 8:00 P. M.

Main Arena, H and R Building, State Teachers College

Miss Anna Stearns, Second Vice-President, Presiding

Music, Southwest Missouri State Teachers College.

Invocation, Cecil N. Wright, Minister National Avenue Church of Christ, Springfield.

Greetings from State Association, E. A. Elliott, President, State Teachers Association and Superintendent of Schools, Joplin.

Address, "Making the Most of Your Abilities," Albert Edward Wiggam, Psychologist and Author, New York City.

FOURTH GENERAL SESSION

Friday, October 30, 10:00 A. M.

Main Arena, H and R Building, State Teachers College

Mr. C. W. Parker, President, Presiding
Music, Springfield Senior High School Music Department.

Invocation, Rabbi Karl Richtor, Temple Israel, Springfield.

Address, Paul Witty, Professor of Education, University of Chicago.

Address, "Dividends of Laughter," William Dern, Philosopher and Humorist, Cleveland, Ohio.

DISCUSSION GROUPS—FRIDAY AFTERNOON

2:00 P. M., Friday, October 30

1. Using the New Elementary Course of Study—Miss Mabel Moberly, State Teachers College, Springfield, Chairman.
2. School Organization and Practices in Some Other Countries—Harry Shubert, Principal Lebanon Junior High School, Chairman.
3. Educational Films—A showing of five one-reel educational films. A. P. Temple, State Teachers College, Springfield, Chairman.
4. Methods of Interpreting our Public Schools to the Public—Frank Slobetz, Superintendent of Schools, Cabool, Chairman.
5. Desirable Activities of Teachers Associations—William Newberry, Senior High

- School, Springfield, Chairman.
6. Professionalization and Activities of School Secretaries—Mrs. Josephine Marquardt, Senior High School, Springfield, Chairman.
7. Ways in Which Rural Schools Can Help Win the War—Mrs. Essa Findley, County Superintendent of Schools, Hartville, Chairman.
8. What War Information and Attitudes Should be Taught in Our Schools?—Virgil M. Hardin, Principal Pipkin Junior High Schools, Springfield, Chairman.
9. What Should Be the Extra-Curricular Activities of Rural and Elementary Schools?—Julius Helm, Superintendent of Schools, Mountain View, Chairman.
10. The Progress of Recent Educational Trends in the Ozarks—Ester Hennicke, State Teachers College, Springfield, Chairman.
11. Some Current Problems of School Admin-

istration—E. E. Camp, Superintendent of Schools, Monett, Chairman.

12. How Our Patrons Feel About Some Educational Procedures—Elgin Dermott, County Superintendent of Schools, Lamar, Chairman.

FIFTH GENERAL SESSION

Friday, October 30, 8:00 P. M.

Main Arena, H and R Building, State Teachers College

Floor Show and Dance—Floor show will consist of varied entertainment by KWTO, KGBX, and other entertainers. Following the floor show, which will be of about one and one-half hours duration, there will be a dance in the Main Arena.

This evening's entertainment is complimentary to the teachers of Southwest Missouri from the Associated Retailers of Springfield.

South Central Missouri Teachers Association, Rolla

October 22-23

OFFICERS

Sam Bayless, Cuba, President
D. C. Hickman, Newburg, First Vice-President
John N. Mason, Sullivan, Second Vice-President
Miss Helene Bircher, Salem, Third Vice-President
B. P. Lewis, Rolla, Secretary-Treasurer

Executive Committee

Mrs. Lucy McMahan, Newburg
John F. Hodge, St. James
Leonard F. Gibboney, Belle
Glenn C. Smith, Salem



Sam Bayless



B. P. Lewis

FIRST GENERAL SESSION

Thursday, October 22, 9:30 A. M.

High School Auditorium

- 9:30 Music.
- 10:00 Address by Gregor Ziemer, Author of "2010 Days of Hitler."
- 10:45 Address, "Our Front," Honorable Lloyd W. King, State Superintendent of Schools.
- 11:00 Meetings by counties for selection of district committee members.

SECOND GENERAL SESSION

Thursday, October 22, 1:30 P. M.

High School Auditorium

- 1:30 Music.
- 2:00 Talk on St. Louis County's Proposed Amendment No. 1 by John L. Bracken, Superintendent of Schools, Clayton, Missouri.
- 2:20 "Preserving the Spirit of America," Mr. E. A. Elliott, Superintendent of Schools, Joplin, and President, Missouri State Teachers Association.

- 2:50 Address by Dean Curtis L. Wilson of the Missouri School of Mines, Rolla, Missouri.
- Address by Roy Scantlin, Superintendent of Newton County Schools.

THIRD GENERAL SESSION

Friday, October 23, 9:30 A. M.

High School Auditorium

- 9:30 Music.
- 10:00 Address, "Air Condition the Youth of America," Gill Robb Wilson, Technical Advisor of Civil Aeronautics of U. S. Department of Commerce.
- 11:00 Business meeting, Reports of Committees, and Election of Officers.

FOURTH GENERAL SESSION

Friday, October 23, 1:15 P. M.

Uptown Theatre

- 1:15 Talk on Amendment No. 5 by Everett Keith, Executive Secretary, Missouri State Teachers Association.
- Installation of Officers.
- Picture Show—Free.

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ITEMS OF INTEREST

Robert E. Paul, music teacher and band director at Cameron, has resigned and left for service with a U. S. Band which will be assigned to the new camp at Gardner, Kansas.

Dorothy Myers, formerly of Springfield, has been employed as the vocal instructor for the Nevada high school. Miss Myers will also teach English.

Mary C. Towle will teach world history and science in the Simonson high school, Jefferson City. For the past two years she has taught in Potosi.

Dr. W. J. Bray and **Dr. Wray M. Rieger** of the Kirksville State Teachers College faculty have reported to the Army for chemical warfare service.

Martha Painter, secretary to Lloyd W. King, State Superintendent of Schools, was elected national treasurer for the National Association of School Secretaries at a recent meeting of the Association in Denver.

Dorothy Blackwell, Assistant in Public Relations for the St. Louis City Public Schools, has been granted a leave of absence for the coming year. Miss Blackwell is to continue her graduate work at the University of Ohio.

Delmas Liggett, Superintendent of Schools of Gentry County, is stationed at Buckley Field, Denver, Colorado. Mr. Liggett is receiving training to become a ground school instructor for pilots.

Mrs. Marian Lunsford has been named acting superintendent for Gentry County.

O. J. C. Edwards, superintendent of schools at Smithville, has resigned to enter the Navy. His work will be in the ground school of the air corps.

Homer D. Williams has been named to the Smithville vacancy. Superintendent Williams had served in the Craig schools for four years.

J. R. McPike, formerly superintendent of the Helena schools, succeeds Mr. Williams at Craig.

Alva Limbaugh of Nevada has been employed to teach industrial arts in the Kansas City school system.

Robert L. Brown of Fort Totten, North Dakota, has been employed to teach industrial arts and biology in the Nevada school.

Mary Lee Ator, who had been employed to teach the West Point school in Ripley County, has resigned to accept a position in the Doniphan elementary school.

Mrs. Jewell Denning has accepted the position at West Point.

Mrs. Lena Stewart has resigned from the Diehr school south of Nevada to become superintendent of the high school at Brimson.

Preston R. M. Armstrong, former Nevada high school teacher, who later was in the personnel department of Stephens College at Columbia, is now in the anti-aircraft service.

M. C. Cunningham of the State Teachers College faculty at Maryville has been named co-ordinator of the Civilian Pilot training program.

Edna Jones, former primary teacher at Cross Timbers, has accepted a position in the Walker high school.

Mrs. Julia Robinson-Harralson has been employed to take her place.

Mary Fulkerson, formerly of O'Fallon, has accepted the position of teacher of music in the O'Fallon high school and upper grades.

Mrs. Lela M. Drewel of Birch, who formerly taught in Bunker, will teach English at O'Fallon.

George Calvert, who for the past eight years has coached athletics and taught science in the Maysville high school, is now taking basic training as an instructor in the ground service of the army air corps at Miami, Florida.

Mrs. Juanda Hawkins Singleton, formerly of Gower but more recently of Three Oaks, Michigan, has been employed to teach girls' physical education in the Chillicothe high school.

Mack Ruth, vocational arts instructor in the Chillicothe school system is this year introducing work with plastics in the vocational handicraft classes. Since there will be a scarcity of metal this year, Mr. Ruth believes the work in plastics will be not only interesting but practical.

Tom D. Korte, Superintendent of Rock Creek Schools, left September 17 for Jefferson Barracks where he entered the Army Air Corps. Superintendent Korte was a Lieutenant in the Army Reserve Corps.

**State school funds will be reduced 56% if Amendment No. 5 passes—
vote NO.**

Charles Hulen of Centralia is teaching music in the Kahoka schools.

Raymond Fountain has been employed to teach physical education and social studies at Kahoka.

Charles McClard, principal of the Liberty high school, has been appointed to the principalship of the Maryville high school.

Ernestine Ernst has resigned from the faculty of the Moberly junior college to become an instructor in the English Department of the University of Missouri.

Arthur Norman, formerly recreation supervisor for the WPA, has accepted the position as teacher of history in the Albany high school.

Margaret Ann Cordle has accepted a position in the elementary schools of Bowling Green.

Imogene Woolf, formerly of Chillicothe Business College, is now head of the commercial department of the Kirksville high school.

David Berryman is the new coordinator in charge of the part-time program and diversified occupations at the Poplar Bluff schools and in addition will teach mechanical drawing.

Marion S. Schott, superintendent Adair County schools, has entered the Army as a first lieutenant to work in the field of chemical warfare. He is stationed at Maryland University.

Vote NO on Amendment No. 5

R. W. Jennings, superintendent of schools at Brunswick for the past two years has been commissioned a lieutenant junior grade, in the Navy.

Paul Dixon, formerly principal of the Brunswick high school, succeeds Mr. Jennings as superintendent.

Estel Slater, who has taught music and the fourth grade in Marceline, is now teaching English and music in the Belton high school.

Mrs. Jewell Ross Davis, publicity secretary and instructor in Journalism at the Central Missouri State Teachers College in Warrensburg, has resigned to become director of public relations at the Northwest Missouri State Teachers College.

William Johnson of the Warrensburg College faculty succeeds Mrs. Davis. For the past two years Mr. Johnson has been the sponsor of the college annual and the college high school annual.

HELP SAVE WORDS AND WIRES FOR WAR!

Like rubber, steel, or oil — telephone service is essential to modern war. *Help save it!*

Make only the most urgent long distance calls . . . make them in the less crowded hours — noon to 2 p.m. — 5 to 7 p.m. — or after 9 at night . . . and please be as *brief* as you can.

You can help on local service, too — by keeping your calls as few and as short as possible.

Save a *call* — and speed a *cause*!

War calls come first!

SOUTHWESTERN BELL



TELEPHONE COMPANY

The following employees of the School District of Clayton have joined the armed services of the United States:

Sergeant **Ralph Harris**, who is now in an officers' training camp on the West Coast.

Lieutenant **J. D. Logsdon**, Naval Aviation Cadet Selection Board, St. Louis.

Lieutenant **George Grueninger** who has been assigned to the Hospital Corps.

Captain **Howard Cummings** who reported for duty with the Army on September 2.

Louise Stephens has been elected to teach Latin and Freshman English in the Washington high school. She succeeds **Marie Campbell** who has accepted a position in Independence.

Austin Pyle, for many years superintendent of schools in Marionville, has accepted a position as mathematics instructor at Springfield State Teachers College.

Bernard Mitchell, Cedar County Superintendent of Schools, has entered the armed service of Uncle Sam.

W. H. Riley has been named to do the work in the county superintendent's office during Mr. Mitchell's absence.

Sherrell Herrell, formerly superintendent of schools at Bloomsdale, is now physical training instructor in the Navy and is stationed at the Great Lakes Naval Training Station.

Jim McGuire of the Deepwater school system, has entered an officers training school.

Mrs. Gladys Whitwell has accepted the position as teacher at Logan Creek school in Ripley County.

Fearing Wiley, who has been teaching at Sugar-Tree Grove, Ripley County, has resigned to enter naval training.

Mrs. Zilpha Swindel, who was teaching Pine Grove School in the same county has been employed to complete the term at Sugar-Tree Grove.

Mrs. Elnora Pulliam has accepted the position at Pine Grove.

Retta Skidmore, who has been in the Rogersville school system for the past five years, has resigned to accept a position in the Kansas City schools.

Eldon Edmundson, who for the past three years has been at Brosley, is the new coach at DeSoto.

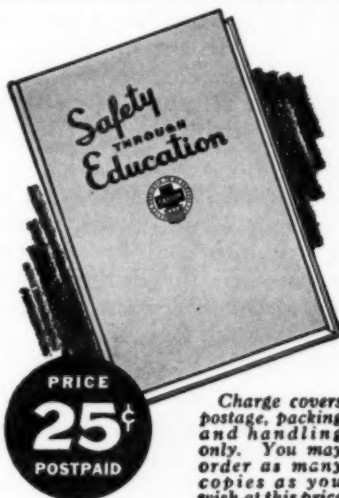
FORUMS

More than 150 school districts in Missouri are cooperating with civic leaders in a program of forum education, according to a bulletin recently released by the State Department of Education.

The Complete Guide to Safety Instruction for all Grades!

Revised Third Edition Now Ready

Teachers, Educators, and Safety Authorities have contributed to the revision of this thorough textbook on Safety Education. Just off the press, it is complete and up to the minute in every detail. Send for a copy.



SAFETY through EDUCATION

has been accepted as a guide to safety instruction in thousands of schools throughout America. It was written by an educator in collaboration with a nationally known safety authority. It is a guide book on the subject of safety for all grades from Kindergarten through Senior High and Vocational School and follows the most approved methods of teaching every phase of safety in the home, on the street and on the playground, with interesting projects to cultivate a safety consciousness which contributes to the reduction in injuries and deaths through accident.

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Book is 6x9 inches with 100 pages and hard cover. Elaborately illustrated throughout. Produced only in the interest of public safety by the Safety Engineering Department of Employers Mutuals. Not an advertising project. Teachers, Superintendents and Principals are urged to examine the book for its possibilities as a textbook on Safety for their school systems. Send for a copy today.

Safety Engineering Department

Employers Mutual

LIABILITY INSURANCE COMPANY OF WISCONSIN -- WAUSAU, WIS.

SERVICE THROUGH THE JUNIOR RED CROSS

(Continued from Page 291)

Enrollment obtained at this time will continue through the 1943 calendar year. Each classroom in an elementary school may be enrolled for a 50 cent annual fee. For this fee each classroom receives a monthly copy of Junior Red Cross News, a monthly copy of Teacher's Guide, a monthly sheet of suggested activities, a membership roll, membership tags for all pupils, posters and the privilege of participation in a service program.

In the high school a fee of \$1.00 for each unit of 100 or less students, is required. With this is provided for each unit a monthly copy of the Junior Journal, a Bulletin Board Supplement, posters, membership cards and tags and the privilege of participating in service projects.

Since the very core of Red Cross work is social understanding and appreciation of human needs, and the necessity for individual participation in the whole social order, therefore the inclusion of Red Cross projects in our school is distinctly a proper and desirable addition.

Suggestions for service activities of Junior Red Cross units will, most naturally, this year, give emphasis toward contributions to the war effort. Surplus funds, which go into the Junior Red Cross Service Fund, will be used to buy materials for the production of comfort articles for the armed forces. There are 99 such articles now suggested to Junior Red Cross units. Some of the surplus will also go into the National Children's Fund for emergency relief and rehabilitation among children in war-torn areas.

On the home front, in the salvage drive, the St. Louis Junior Red Cross recently netted \$1,000 for the service funds by the gathering of old phonograph records. This sum was easily raised, and, in only two months time. There are scores of other mediums of wartime helpfulness that can be utilized by Junior Red Cross members. To my mind this organization and its work should have the enthusiastic endorsement of every educator and should have a prominent part in the curriculum.

ATTENTION EDUCATORS

May we send you our free set of Bulletins? They may help you with your counseling program. Young men need your assistance in selecting a vocation. Know the facts about Ranken courses and opportunities. The school has helped thousands of young men get the right start in a technical career. With your cooperation others may be privileged to receive assistance through our endowments. **RANKEN IS NOT OPERATED FOR PROFIT.** Write today for set of Bulletins No. 10.

THE DAVID RANKEN, JR., SCHOOL OF MECHANICAL TRADES

4431 Finney Avenue

St. Louis, Missouri

Dr. F. H. Rose, Head of the Speech Department of Cape Girardeau Teachers College, has been granted an indefinite leave of absence to accept a position as Field Representative of the National Speakers Bureau, under the National Office of Civilian Defense. Dr. Rose, whose headquarters will be in Washington, will set up speaking programs to operate in all the states except those east of the Mississippi and north of the Ohio Rivers. He will have supervision over four divisions which have their headquarters at San Francisco, Omaha, San Antonio, and Atlanta.

Vote YES on Amendment No. 1

FLOURESCENT LIGHTS FOR CLASSROOM

The Kahoka public schools have recently had installed flourescent lights in each classroom, according to Superintendent Richard St. Clair.

Vote NO on Amendment No. 5

"WORK DAY" FOR STUDENTS AND FACULTY

The faculty and student body of the Carrollton high school put in one day's work on the school's new athletic field. It was the school's second annual "Work Day." Students reported to their classes as usual, absences were noted and each student was assigned to a specific task, with a teacher at the head of each project, which included excavating, painting, and mowing grass.

Vote YES on Amendment No. 1

IN-SERVICE GROWTH OF SCHOOL PERSONNEL

The above caption is the title of the 21st Yearbook of the Department of Elementary Principals of the NEA.

The new yearbook gives practical suggestions for: city-wide cooperative effort, cooperative effort within a single school, regional programs for staff improvement, community contacts, specific supervisory efforts, administrative policies and practices, personal and professional activities, and evaluating the in-service program.

The book sells for two dollars and may be purchased from the Department of Elementary School Principals, 1201 Sixteenth Street, N. W., Washington, D. C.

SCHOOL AND COMMUNITY

RUSSELL SCOTTEN DIES

Russell Scotten, Schuyler County Superintendent of Schools, died suddenly of a heart attack on September 9. In addition to his faithful work in the schools of Schuyler County, Superintendent Scotten spared no effort in performing extra duties in his community. He was chairman of the county rationing board at the time of his death.

Vote YES on Amendment No. 1

ELECT COMMUNITY

ASSOCIATION OFFICERS

Officers of the Carroll County Teachers Association elected at a recent meeting are: President, **Finley F. Fiske**, superintendent of schools, Hale; Vice-President, **Wilbur L. Adams**, superintendent of schools, Carrollton; and Secretary-Treasurer, **Mrs. Arch Scott**, Carrollton. Miss **Eulah Standley** and Mrs. **Edna Marie Warren** were elected delegates to the convention of the MSTA.

Vote NO on Amendment No. 5

BIBLIOGRAPHY OF OCCUPATIONAL INFORMATION AND GUIDANCE

The above is the title of an 85-page bulletin published by the State Department of Education and prepared by Dr. Frederick C. Seamster, State Supervisor of Occupational Information and Guidance Services.

The bibliography should prove to be of much help as a means of assisting teachers, supervisors, guidance personnel, administrators, research workers, librarians, and special groups in the selection of pertinent guidance materials.

Vote YES on Amendment No. 1

SOUTHWEST SCHOOLMASTERS

CLUB ELECTS OFFICERS

The Southwest Missouri Schoolmasters Club at its last meeting in Springfield elected officers for this year. Fred Wheeler, Superintendent Lawrence County Schools was named President; Lawrence J. Ghan, Superintendent Stratford Schools was elected Vice-President, and Lee Morris, State Teachers College, Springfield, was named Secretary-Treasurer.

Vote NO on Amendment No. 5

MISSOURIANS ATTEND HUMAN DEVELOPMENT AND EDUCATION CONFERENCE

* At least three Missourians, Miss Lucy C. Elliott, Supervisor Special Education, St. Louis; Miss Pauline E. Humphreys, State Teachers College, Warrensburg; and Miss Mabel Seidlitz, Primary Supervisor, St. Louis, attended the Human Development and Education Conference held in Chicago, July 27 to August 7, according to word from Miss Jennie Wahlert of St. Louis.

Miss Wahlert is State Chairman of the Department of Supervisors and Directors of Instruction of the NEA, which jointly sponsored the Chicago meeting with the Commission on Teacher Education, the University of Chicago, and the American Council on Education.

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Jefferson County Teachers Credit Union, Festus
E. A. Powers, Treasurer
Teachers Credit Union, Kansas City
L. A. Pinkney, Treasurer
St. Joseph Teachers Credit Union, St. Joseph
W. D. Bracken, Treasurer
Northwest Missouri Teachers Credit Union, Maryville
L. G. Somerville, Treasurer
Springfield Teachers Credit Union, Springfield
O. O. Lahman, Treasurer
Clay Co. Teachers Credit Union, No. Kansas City
Doris Arnold, Treasurer
University Credit Union, Columbia
R. E. Lucas, Treasurer
Maplewood School District Credit Union
Ruth Hughes, Treasurer
Webster Groves School District Credit Union
V. J. Leonard, Treasurer
Boone Co. Teachers Credit Union, Columbia
J. R. Hall, Treasurer
St. Louis Progressive Colored Teachers Credit Union
G. F. Ruffin, Treasurer
Cape Girardeau Teachers Credit Union
Prof. L. H. Strunk, Treasurer
Central Missouri Teachers Credit Union, Warrensburg
Dr. Emmett Ellis, Treasurer
Southwest Missouri Teachers Credit Union, Springfield
Mabel Moberly, Treasurer
St. Francois Co. Teachers Credit Union, Flat River
Vernon M. Estes, Treasurer
University of Kansas City Credit Union, Kansas City
Laurenz Misbach, Treasurer
Cole Co. Teachers Credit Union, Jefferson City
Henry Rollmann, Treasurer
Southeast Missouri Negro Teachers Credit Union, Caruthersville

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Missouri Mutual Credit League

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This ad contributed by
Missouri State Teachers Association

CUMULATIVE RECORD FOR GUIDANCE PURPOSES

in the form approved by State Superintendent of Schools and Director of Vocational Education. Write for low prices. Order from

ARTCRAFT PRESS
10 Watson Place Columbia, Missouri

CLARENCE MITCHELL WRITES STORY OF OUTSTANDING DOG

Clarence Dewey Mitchell, Missouri representative for the Iroquois Publishing Company, has recently had published his writings on the life story of a Missouri dog who was considered by many as being an animal in possession of super-intelligence.

The title of the book "Jim, The Wonder Dog," is really an understatement of the comprehension and ability of the Llewellyn English Setter as related in the volume which is written as an autobiography. As stated in the preface the autobiography of Jim portrays the true story of a dog that attracted national attention. Born in Louisiana, Jim early in life was sent to a Missourian who kept him in this state until he died in 1937.

Many Missourians knew the dog and his question answering feats are attested to by people living in this state today.

Those who were fortunate enough to see this dog perform were always astounded. According to reliable people the dog was actually able to make accurate predictions of future events.

The book is written in an interesting style. It is published by Dorrance and Company, Philadelphia, and lists for \$1.00.



Homework! and I wanted to finish Steinbeck's new novel.

OFFICERS NAMED FOR SOUTH CENTRAL ASSOCIATION OF HIGH SCHOOLS

At a recent annual meeting of the South Central Association of High Schools the following officers were elected: Frank Slobetz, Superintendent Cabool Schools, President; Joel Hatch, Superintendent Licking Schools, Vice-President; and I. J. Sweeney, Superintendent Willow Springs Schools, Secretary-Treasurer. The Association voted to discontinue all interschool athletic activities except football.

Vote YES on Amendment No. 1

SCHOOL MOVIE—FREE

This picture, produced for your Association, will show your adult patrons plenty of things they should know about schools.

The picture titled "Backing Up the Guns" is available in a 15-minute version, 16 mm. sound, or a five-minute version, 35 mm. size for use in theaters.

Write your Association for a free booking of the film.

Vote NO on Amendment No. 5

BLACK WALNUT SHELLS USED IN MAKING GAS MASKS

It is strange these days how the war, and matters pertaining to the war, crop up in the most unexpected places. Now comes word that the humble black walnut has become a vital war need, (the shells are used in the making of activated charcoal for gas masks) and school children are being asked to make it a major project this fall to see that every walnut is picked up and marketed.

Merrill V. Nipps, of Mt. Vernon, Missouri, who is in charge of the walnut collection program, has written to the county school superintendents in 60 Missouri counties, asking for their cooperation in having the enterprise brought forcibly to the attention of all school pupils.

Vote YES on Amendment No. 1

ASSOCIATE DEGREE AWARDED BY JUNIOR COLLEGES

Twenty junior colleges in Missouri are among the 244 junior colleges in the country conferring the Associate's degree upon their graduates, according to a study just completed by Dr. Walter C. Eells, executive secretary of the American Association of Junior Colleges.

The study shows that Missouri junior colleges have conferred the Associate's degree on 20,084 graduates. The Missouri institution first beginning the practice was Stephens College which conferred its first Associate's degree in 1912. The study reveals further that this increasingly popular college degree, which signifies the completion of two years of accredited junior college education, although comparatively unknown 25 years ago, has during the past 25 years been awarded to over 125,000 young men and women throughout the country, more than the total number receiving bachelor's degrees in the first 231 years of the history of higher education in the United States.

SCHOOL AND COMMUNITY

Teachers:

Are you available for better positions? We are getting many calls daily. Usually sufficient time can be given to get released. NOW is the time to get the position in which you will remain for years—one which offers suitable advancement. Register now. Write us for literature.

SPECIALISTS' EDUCATIONAL BUREAU

1023 N. Grand Blvd.

Member of National Association of Teachers Agencies.

St. Louis, Missouri

SOCIAL STUDIES TEACHERS TO MEET IN NEW YORK AT THANKSGIVING TIME

A conference on "Social Education in War-time and After" will be held in New York City during the Thanksgiving holidays, November 26-28. The conference will constitute the twenty-second annual meeting of the National Council for the Social Studies. Government officials and social scientists will meet with teachers from elementary and secondary schools to consider what policies and practices should govern social-studies teaching in the United States during the war. Anyone interested in attending all or part of the conference should write for further information to Wilbur F. Murra, executive secretary, National Council for the Social Studies, 1201 Sixteenth St., N. W., Washington, D. C.

Vote NO on Amendment No. 5

PROPHET

Chairman MacLean of the President's Committee on Fair Employment Practice predicts a 40 to 50 per cent reduction in enrollments for high schools and a 70 to 80 per cent cut for colleges in 1944. He further predicts that half of the country's schools will be closed at that time "because every able-bodied man, regardless of race, creed or color, will be needed in uniform or in war industry within the next two years."

No doubt school enrollments will decline. They already have. The war industries, too, will lose some of their personnel to the front. But to say that the institutions which prepare the machines of war or the institutions which prepare the men to make and use the machines of war will close, is like saying that we are going to win this war without weapons or men to fight with them.

HALF A CENTURY OF PROGRESS

A graphic 48-page story of the Association for Childhood Education from its beginning in 1892, as the International Kindergarten Union, to the year 1942 has been published. The author, Ira L. Smith, has woven incidents from the Association's history into a chronicle of achievement that makes it delightful reading not only for A. C. E. members but for those interested in the development of early childhood education in this country.

Every A. C. E. Local Branch and State Association should have **Half a Century of Progress** as a part of their historical records. The limited edition will not be reprinted. Price 50c.

Published by Association for Childhood Education, 1201 Sixteenth Street, N. W., Washington, D. C.

PRODUCE CONSERVATION FILM

The Conservation Commission has announced release of a new educational moving picture,

"Jake Learns a Lesson," based on the Commission's Nature Knights program for Missouri boys and girls.

Produced on 16 mm. color film, the picture is in two reels and has a running time of about 25 minutes. Although silent, it is fully titled so that no additional explanation is necessary. The picture was filmed with a cast of Missouri children and depicts year-around activities in a typical rural school.

The new picture has been added to the Commission's lending film library and is available for showings before school assemblies, 4-H clubs and other youth groups. Requests should be addressed to the Information Division, Conservation Commission, Jefferson City, Mo.

★ What You Buy With WAR STAMPS ★

Aerial photographs are the eagle-eyes of the Army and Navy. The aerial camera helps record damage done to the enemy, shows up camouflaged positions which are invisible to the human eye and aids in the preparation of maps and charts. The film for an aerial photograph costs 25 cents.



Every time you buy a 25-cent War Stamp you are supplying your government with funds which may go to purchase additional film for aerial cameras. In total war, even the smallest contribution to the war effort is necessary, and the school boys and girls of America can get into the fight by lending their money to Uncle Sam through the regular purchase of War Stamps.

U. S. Treasury Department

ATTEND INSTITUTE ON EDUCATION AND THE WAR

Professor John Rufi, University of Missouri, Lloyd W. King, State Superintendent of Schools, Colonel A. M. Hitch, Kemper Military School, Mrs. Irene Blood, supervisor of Distributive Education, State Department of Education, and Everett Keith, Executive Secretary, Missouri State Teachers Association, attended the four-day Institute on Education and the War August 28-31, called in Washington by the Wartime Commission of the U. S. Office of Education.

Most of the chief state school officers, secretaries of state education associations, 64 college and university presidents, the superintendents of schools from the nation's largest cities, representatives of classroom teachers, educators in strategic positions from every field of the profession were invited to this historic meeting.

Professor Rufi, as Vice-President of the North Central Association of Secondary Schools and Colleges went as a representative of this organization.

Vote NO on Amendment No. 5

THE SUPPORT OF EDUCATION IN WARTIME

The Educational Policies Commission in its latest statement on the war and education deals with the financial support of the schools in wartime. The Commission reviews a number of significant facts regarding the value of education to the successful prosecution of the war. Among the direct contributions to the war that have been made recently by the schools, the Commission cites the following as illustrations:

Over 3,000,000 persons have been trained for service in the war industries;

Teachers have given approximately 38,000,000 hours to rationing and Selective Service registrations, all of which has been without additional compensation, and half of which has been overtime;

Over \$80,000,000 worth of war bonds and stamps have been sold through school activities;

Over 150,000 tons of waste paper have been collected through the schools;

169,000 acres of Victory Gardens have been sponsored and directed by the schools;

300,000 model airplanes have been made for the use of the armed forces;

1,000 Junior Red Cross First Aid Detachments were organized in three months;

American Junior Red Cross members in the schools, totaling 14,000,000 boys and girls, have made more than 3,000,000 comfort and recreational articles for the armed forces, and 500,000 garments for refugee children.

The full text of the report entitled **The Support of Education in Wartime** may be obtained from the Educational Policies Commission, 1201 Sixteenth Street, Northwest, Washington, D. C., at 10 cents per copy with discounts on quantities.

FREE GOVERNMENT DEFENSE FILMS

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16 mm sound or silent

SWANK'S MOTION PICTURES

620 N. Skinker Rd.

St. Louis

The education of the children of Missouri must not be jeopardized. Amendment No. 5 if passed would greatly reduce their opportunity for schooling. The parents of your school should know this.

CHILDREN'S BOOK WEEK NOV. 15-21

Book Week this year finds us waging a war to the death against a brute foe who knows that if truth, beauty and decency are to be stamped from the earth, they must first be destroyed in the minds of children.

Purposes of Book Week

Book Week has at least four purposes: to encourage in boys and girls the love of books; to increase public appreciation of children's books; to increase and maintain support for public book facilities; and to encourage home ownership and companionship through books.

For a manual of suggestions write to Book Week Headquarters, 62 West 45th Street, New York City.

Vote NO on Amendment No. 5

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Candidates for State Superintendent of Schools



Lloyd W. King

LLOYD W. KING, after an administration of eight years, has been renominated by the Democratic Party for State Superintendent of Schools.

Supt. King has pledged the continuance of his effort and energy in bringing about the maximum contribution of schools to the winning of the war and in maintaining an economical and normal program of education during this critical time. He is asking for re-election on the basis of the record he and his associates have made in the administration of the State Department of Education. He feels his re-election most important now during the war emergency. He says, "To change administrators of the state public school system at this time would impair seriously the services that schools are rendering the wartime program of vocational training."

Designed to integrate more completely the efforts of the Missouri public schools in the war effort program, Superintendent King has suggested the following:

"1. Instruction in civilian defense, cooperation in salvage activities and encouraging war bond and stamp sales.

"2. Special courses in mathematics, physics and aeronautics to prepare high school students for military or war production service.

"3. Special vocational instruction courses for potential war workers out of school as well as for students."

Mr. King, a native Missourian, was born near Palmyra in Marion County, June 18, 1892; attended local public schools; received A.B. degree, William Jewell College; and received A.M. degree, University of Missouri. He has done additional graduate work above the Master's degree.

His teaching career began at Palmyra and includes service as principal of high schools at Memphis and Shelbyville, a fourteen-year term as superintendent of schools at Monroe City, and a number of years as summer-session instructor in education at Culver-Stockton College, Canton, Missouri.

Supt. King is a veteran of World War I and served overseas for twelve months with the 19th Machine Gun Battalion. He received his commission at Combat Officers' Training School at Langres, France. After the Armistice he served for several months as school officer for the District of Bourges (Cher) France. He is an active member of the American Legion and Veterans of Foreign Wars.

During his career as a school administrator he served as president of the Northeast District Teachers Association. Some professional affiliations include membership in Phi

ROY SCANTLIN, Republican candidate for State Superintendent of Public Schools, was born forty-eight years ago at St. James, Missouri. He is the son of Mr. and Mrs. J. H. Scantlin of McDonald County, Missouri.

At the present time he is County Superintendent of Newton County schools, which position he has occupied for the past fifteen years. For six years he was superintendent of high schools. In 1924 he married Leah Neal of Crocker, Missouri, and they now have two daughters, ages thirteen and sixteen. Mr. Scantlin served in the Army during the World War, is a member of the Masonic Lodge and of the Methodist Church. He graduated from Springfield Teachers College in 1923 and holds a Master's degree from the University of Missouri. He is a member of Phi Delta Kappa, honorary educational fraternity. He is also past president of the Southwest Missouri Teachers Association.

Roy Scantlin has been closely connected with schools during public life and feels that he understands the rural problems of education. He believes his training in the University has fitted him for the administrative work required of a state superintendent of schools. He states he is not afraid to take a stand for what he feels to be best for the schools. According to his statement he stands for the following:

"1. Revision of the Constitution or an amendment to take schools out of politics.

"2. Amendment Number One, affecting St. Louis County, alone

"3. Strict enforcement of transportation regulations

"4. Simplified course of study that all teachers can use

"5. More emphasis on "tool subjects," with discipline and real work in school

"6. Decentralized supervisory program by cooperating with teachers colleges and recognizing local superintendents

"7. More efficient state programs in August Plan Meetings

"8. Selection of assistants on basis of qualifications."

Delta Kappa and Kappa Delta Pi.

Superintendent King is a member of the Methodist Church, is a Mason, belongs to the Acacia fraternity, and the Lions Club.

Mr. King married Adaline Miles of Shelbyville, Missouri. They have a daughter, Katherine.



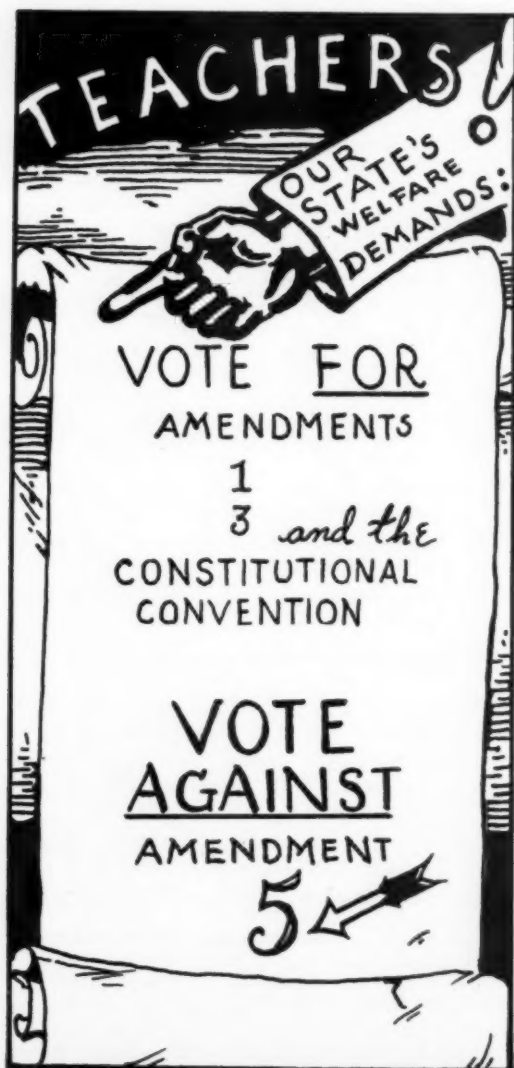
Roy Scantlin

EDITORIAL PAGE

VOTE ON AMENDMENTS

Every teacher should exercise his or her right of citizenship on November 3, by studying very carefully the Amendments offered at this election and then casting a vote on them.

Your Association by action through the Assembly of Delegates and the Legislative Committee has taken a definite stand on



three of the constitutional amendments and endorses the calling of a constitutional convention all to be voted on at the General Election.

Amendment No. 1

Your Association is for Amendment Number 1—the St. Louis County School Amendment—its purpose is to remove a technicality and thereby insure the validity of tax levies voted for schools in St. Louis County school districts. This Amendment must be voted on by the State at large although it applies only to St. Louis County. See page 294 for the full text.

Amendment No. 3

Amendment Number 3, which proposes to pay members of the legislature \$125.00 per month during their term, instead of the present pay of \$5.00 per day for the first seventy days of the session, and \$1.00 per day thereafter, deserves your support.

The present rate of pay which is based on the Constitution of 1875 may have been adequate 67 years ago but today it falls short of being fair compensation.

Constitutional Convention

Your Legislative Committee has recorded itself as endorsing the calling of a convention to revise the State Constitution.

The present constitution was designed in 1875 and hence drawn for a horse-and-buggy era. It is now inadequate to governmental needs of a modern state.

Amendment No. 5

Teachers need no introduction to Amendment Number 5. Your Association was the first organized group to publicly announce in opposition to the amendment.

Never in the history of public education in this State has there been an amendment so dangerous to the future welfare of Missouri's children. The Amendment if passed would financially wreck our public school system. This fact alone would justify scratching yes and voting no on the proposition, however, other governmental functions of the State would be curtailed to the same degree as schools.

Directory of Missouri State Teachers Association

Headquarters—Missouri Teachers Bldg., Columbia, Mo.

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Davis Acuff, Clarence, Chairman
Mrs. Jesse McCully, Dixon
Lonzo Jones, Warrensburg

Committee on Teachers Salaries and Term of Office

R. R. Brislin, St. Louis, Chairman
William Englund, Kansas City
Miss L. Blanche Templeton, Rock Port

Reading Circle Board

Miss Mabel Moberly, Springfield, Chairman
Otto Aldrich, Poplar Bluff
Gordon Renfrow, Boonville

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E. A. Elliott, Joplin
Lloyd W. King, Jefferson City

Committee on Sources of School Revenue

L. E. Ziegler, Columbia, Chairman
Glenn Featherston, Jefferson City
Euris Jackson, St. Louis

Advisers:

R. E. Curtis, Columbia
Conrad Hammar, Columbia

Committee on Policy and Plans

Irvin F. Coyle, Flat River, Chairman, 1943
Miss Bert Clare Neal, Kansas City, 1942
Miss Hazel McCombs, Adrian, 1942
Lloyd W. King, Jefferson City, 1943
R. M. Inbody, St. Louis, 1944
Chas. A. Lee, St. Louis, 1944
L. G. Townsend, Columbia, 1945
Joe Herndon, Platte City, 1945
Uel W. Lamkin, Maryville, 1946
Virgil Cheek, Springfield, 1946

Committee on Federal Aid

Herold C. Hunt, Kansas City, Chairman
John L. Bracken, Clayton
Philip J. Hickey, St. Louis
Tracy Dale, St. Joseph
R. G. Smith, Macon
Homer W. Anderson, St. Louis
Mrs. Harry Sanders, Troy
Aubrey E. Powers, Hillsboro
C. W. Parker, Ava
Roy Ellis, Springfield
W. L. Adams, Carrollton
L. J. Schultz, Cape Girardeau

Committee on Necrology

H. M. Boucher, Memphis, 1942
Wilbur C. Elmore, Lebanon, 1942
Troy Smith, Kansas City, 1942
Mrs. Dorothy M. Warinner, Kirkwood, 1943
Miss Bertha M. Rightmire, St. Joseph, 1943
Miss Agnes Staed, St. Louis, 1943
L. O. Mills, Lake Ozark, 1944
R. R. Brock, Liberty, 1944
O. E. Burke, Union, 1944

Committee on Resolutions

L. A. Eubank, Kirksville, 1942
George R. Loughhead, Poplar Bluff, 1942
Homer T. Phillips, Maryville, 1942
Hoyt Shumate, Mansfield, 1942
Mrs. Fanny Lee Knight, Independence, 1943
M. M. McMahon, St. Clair, 1943
Miss Charity Grace, St. Louis, 1943
Miss Florise Peirson, St. Joseph, 1943
Miss Fern Reavis, Kansas City, 1943

Members Ex-officio:

E. A. Elliott, Joplin
Lloyd W. King, Jefferson City

Legislative Committee

Tracy Dale, St. Joseph, Chairman
Josee Powell, Memphis
Miss Marie Ernst, St. Louis
Roger V. Smith, Jefferson City
J. S. Maxwell, Warrensburg
Lynn M. Twitty, Lilbourn
Chas. Banks, University City
C. H. Hibbard, Ava
D. R. McDonald, Webb City
Claude Thompson, Mound City
Amos Burks, Kansas City
R. R. Brock, Liberty
Ralph Marcellus, Rolla
Homer W. Anderson, St. Louis
Herold C. Hunt, Kansas City
M. B. Vaughn, Montgomery City
Lloyd W. King, Jefferson City

Committee for Defense of Democracy Through Education

Theo. W. H. Irion, Columbia, Chairman
S. M. Rissler, Trenton
W. L. Adams, Carrollton
Tracy E. Dale, St. Joseph
Miss Grace Riggs, Kansas City
Shepherd Leffler, Kansas City
Rol S. Wood, Butler
C. W. Parker, Ava
George D. Englehart, Leadwood
W. Francis English, Fulton
W. W. Parker, Cape Girardeau
H. H. Mecker, St. Louis
R. G. Russell, Clayton
Stanley Hill, St. Louis

General Officers and Executive Committee are listed on table of contents page.

M. S. T. A. GROUP INSURANCE

Who is Eligible to Apply for Insurance?

A member of the Association under 60 years of age.

Why \$1.00 Service Fee?

For a small service fee of \$1.00 a year per policy the Association takes care of all details in mailing notices, collecting premiums, and all other business in connection with the members' insurance.

Is a Medical Examination Required?

None for \$1,000, \$2,000, or \$3,000 if you are accepted as a standard risk and are under 45 years of age. Medical information, at the insurance company's expense, is required for \$4,000 or \$5,000.

Is This Assessment Insurance?

No! There are no Assessments. Members pay only their own premiums plus the service fee.

How Old is the Plan?

Fifteen years.

What Kind of Insurance is It?

Life Insurance at low "group rates," paying for death from any cause. It has no cash or loan value.

Amounts Listed Below are Annual Premiums per \$1,000 not including service fee of \$1.00.

Age	Premium	Age	Premium	Age	Premium	Age	Premium
16.....	\$ 4.97	27.....	5.85	38.....	6.82	49.....	12.38
17.....	5.07	28.....	5.88	39.....	7.06	50.....	13.28
18.....	5.15	29.....	5.90	40.....	7.35	51.....	14.28
19.....	5.26	30.....	5.93	41.....	7.68	52.....	15.38
20.....	5.37	31.....	5.95	42.....	8.08	53.....	16.59
21.....	5.47	32.....	5.98	43.....	8.49	54.....	17.93
22.....	5.58	33.....	6.06	44.....	8.99	55.....	19.37
23.....	5.64	34.....	6.15	45.....	9.52	56.....	20.97
24.....	5.71	35.....	6.26	46.....	10.12	57.....	22.70
25.....	5.77	36.....	6.42	47.....	10.80	58.....	24.58
26.....	5.81	37.....	6.61	48.....	11.54	59.....	26.62

Rates are available for other age groups.

Can It be Kept Indefinitely?

Yes, for as long as membership is maintained in the Missouri State Teachers Association and premiums are paid. The rates and benefits are not affected by changes of employment or residence.

How Safe is This Insurance?

One of the soundest legal-reserve companies underwrites the insurance. All claims, 229 in number, have been paid without delay.

What is the Conversion Privilege?

A member has the privilege of converting or changing Group Life Insurance, without a medical examination, into an individual life policy at standard rates.

How Much Has Been Paid in Benefits?

Over \$765,000 since 1927.

Please write EVERETT KEITH, Secretary, Missouri State Teachers Association, Columbia, Missouri, for a free application blank and full information.

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